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COMMONWEALTH OF MASSACHUSETTS
MASSACHUSETTS CRIMINAL JUSTICE TRAINING COUNCIL
BASIC RECRUIT ACADEMY
FIREARMS TRAINING PROGRAM
MODIFIED TACTICAL AND CLOSE COMBAT QUALIFICATION COURSE

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OVERVIEW

Police officers are issued firearms and trained in their use for self-protection and for the protection of others. The use of a firearm is the highest degree of force a police officer may apply; and the decision to use a firearm, in the line of duty, is the most critical judgment a police officer is called upon to make.

The ability of the officer to survive and recognize options based on good judgment must be developed through a comprehensive firearms training program. An officer, when confronted with the need to use his firearm, reacts as trained. The training afforded the recruit officer must reflect what is most likely to be encountered in the street.

The Massachusetts Criminal Justice Training Council Recruit Firearms Training Program is designed to instill those training responses found to be most appropriate by major departments and national agencies.

Classroom and range instruction on civil liability, negligent use, departmental policies and procedures, and relevant case and statutory law establishes a framework for guidance of the officer in shoot - don't shoot situations.

The imposition of stress through timed firing exercises from a variety of positions and distances and the "hot line" concept seeks to simulate, in so far as possible, the conditions that can be expected in a sudden confrontation involving the use of deadly force, basic instruction in positions, sighting exercises, and strong and weak hand requirements familiarizing the recruit with the basic skills necessary for proficiency with the firearm.

Care, cleaning and functioning instruction, range and street safety, and ammunition characteristics, are designed to enable the officer to maintain his service firearm in a safe, functional condition and to recognize the awesome potential for harm inherent in the possession of the service firearm.

Upon completion of the training program, all recruits must demonstrate the ability to achieve consistency of accuracy under time-fired conditions by successfully completing the Modified Tactical and Close Combat Revolver Course. A passing score indicates that a student officer has achieved a minimal level of competency with his weapon.

Proficiency in the use of a firearm is attained in the same manner as proficiency in any other skill.

THE MORE YOU PRACTICE, THE MORE PROFICIENT YOU BECOME!

CIVIL LIABILITY AND POLICE OFFICERS

I. TOPIC

SCOPE OF CIVIL LIABILITY

A. OBJECTIVES

1. The student will be able to list the public officials who could be involved in a civil suit which resulted from actions taken in the course of his/her duties.

B. PROCEDURES

1. The instructor should distribute to the class, an organizational chart of the typical municipality. Included on this chart should be those individuals who could be involved in a civil suit which results from an officer's actions or lack of action.

   a. Police Officer
   b. Officers present but non-participants
   c. Supervisor
   d. Chief
   e. Municipality - Municipal Administrators
   f. Massachusetts Criminal Justice Training Council

2. The instructor should describe to the class, a situation in which an officer used excessive force. Included should be a description of the scene, the participants, and the reason for police involvement, the sequence of events and the role of the above-listed individuals before, during and after the incident.
3. The instructor should lead a discussion period, the result of which should be an understanding of how the actions of one person impacts on many others.

C. EVALUATION

1. The instructor should administer a short quiz to determine understanding.

II. TOPIC

1. Intentional Misconduct
2. Negligence
3. Negligent Misconduct
4. Grossly Negligent Misconduct

A. OBJECTIVES

1. As a result of this lesson, the student will have an understanding of and be able to list in writing

factors which contribute to intentional misconduct including:

a. Voluntary action
b. Intent to bring about
c. Desired consequences
d. Physical consequences
e. Believed by reasonable person to be substantially certain.

2. As a consequence of this lesson, the student will be able to explain the term Negligence including:

   a. Knowledge and appreciation of a risk fall short of a substantial certainty.

3. As a consequence of this lesson, the student will be able to name, in writing some of the elements of Negligent Misconduct:

   a. Unintentional actions
   b. Civilly liable
   c. Elements of a cause of action based on negligence:

      (1) Duty-Obligation: Law requires officer to conform to certain standard for the protection of others against unreasonable risks.
      (2) Failure to conform to standard results in negligent misconduct.
      (3) "Reasonable Man" standard is often associated with negligence.

4. As a consequence of this lesson, the students will understand and be able to list some of the factors which could contribute to Grossly Negligent Misconduct:

   a. Conduct where there has been a failure to exercise even slight care.
   b. Indicators of Gross Negligence:

      (1) High degree of culpability
      (2) Indifference to legal duty
      (3) Deliberate inattention
      (4) Voluntary incurring of obvious risk
      (5) Impatience of reasonable restraint
      (6) Persistance in negligent conduct over an appreciable period of time

B. PROCEDURES

1. The instructor should distribute to each student, mimeographed sheets outlining the elements contained in Intentional Misconduct, Negligence, Negligent Misconduct and Grossly Negligent Misconduct.
2. The instructor should take the time necessary to explain the above four terms.
3. Through a question and answer period, the instructor should alleviate any misunderstanding.
4. The instructor should divide the class into groups of four people each.
5. The instructor should distribute to each group, four scenarios. Each scene should contain all the elements that could result in a civil action. The students in each group examine, study and discuss the four scenes and determine:

   a. The type of misconduct exhibited.
   b. The actions or lack of action taken by the officer or officers that were inappropriate.
   c. The correct course of action that should have been taken by the officers involved.

6. Each group should develop four brief reports, based on their group discussion. These reports must contain the 3 elements mentioned above in #5.
7. The instructor should lead a discussion, evaluating each group's reports, pointing out areas of misunderstandings, and error.

C. EVALUATION

1. As a consequence of the group reports, the instructor will have an appreciation of individual and group understanding.
2. Any areas of severe misunderstanding should be reviewed by the instructor.

III. TOPIC

The Massachusetts Tort Claims Act

A. OBJECTIVES

1. As a consequence of this lesson, each student will be able to write a brief overview of the Massachusetts Tort Claims Act; including:

a. The Tort Claims Act allocates liability between governmental units and their employees and establishes a procedure for filing tort claims against the Commonwealth, municipalities, counties, and districts.

2. As a result of this lesson, each student will be able to list in writing, the pertinent provisions of the Tort Claims Act; including:

a. Allocates liability between governmental units and their employees.
b. Public employees are liable up to one hundred thousand dollars for property damage, personal injury, or death caused by negligent or wrongful act or omission of a public employee acting within the scope of his employment.
c. In allowing a right of recovery against the public employer, the Legislature took away the injured person's right to sue the negligent public employee.
d. The public employee's exemption from liability is conditioned upon his cooperating with the public employer in preparing a defense to the civil action.
e. Any information the employee provides the employer in preparing a defense, may not be used against him in any disciplinary proceeding.
f. The public employer may, at its option, indemnify its employee for up to one million dollars for loss resulting from:

(1) Intentional Torts
(2) Acts or omissions which violate civil rights of a person under any federal or state law, provided the employee was acting within the scope of his official duties.
(3) Exception: No employee may be indemnified for violations of civil rights if he acted in a grossly negligent, willful or malicious manner.
(4) Public employers are not liable for any claim arising out of an intentional tort, including: 1) assault; 2) battery; 3) false imprisonment; 4) false arrest; 5) intentional mental distress; 6) malicious prosecution; 7) malicious use of process; 8) libel; 9) slander; 10) misrepresentation; 11) deceit; 12) invasion of privacy; 13) interference with advantageous relations; 14) interference with contractual relations.

g. Employees are liable for intentional torts for acts or omissions which constitute a violation of the civil rights of any person under any federal or state law.

3. As a consequence of this lesson, the student will be able to explain, in writing, the two key provisions of the new Tort Claims Act; including:

a. If a police officer is acting within the scope of his police employment, he cannot be personally sued (if he fulfills his duties under the Act) for his negligent acts or omissions.
b. If a police officer is acting within the scope of his employment, he may be indemnified up to one million dollars by his employer.

B. PROCEDURES

1. The instructor should distribute to each student, an outline of the Massachusetts Tort Claims Act.
2. The instructor should, in a discussion period, explain and discuss all of the pertinent provisions of the Act.
3. The instructor should present two situations to the class for discussion and evaluation:

a. One situation involves negligent misconduct.
b. The other situation involves grossly negligent misconduct.

4. The purpose of the discussion is to have the students, through their understanding of the Massachusetts Tort Claims Act, explain why an officer would receive protection for the negligent misconduct but not for the grossly negligent misconduct.

C. EVALUATION

The instructor should administer a short quiz (true/false, matching, multiple choice), to determine if the students understand the Massachusetts Tort Claims Act.

IV. TOPIC

1. Procedure to Assist Police Officers in Avoiding Civil Liability

A. OBJECTIVES

1. At the conclusion of this lesson, each student will be

able to list and explain the 3 steps that he/she can take to avoid civil liability.

B. PROCEDURE

1. The instructor should distribute to each student a hand-out containing an outline of the 3 steps:

   Step #1: determine the scope of police officer's duties and authority through:

   a. State statutes and regulations
   b. Municipal ordinances/By-Laws
   c. Departmental policies and procedures

   Step #2: identify the particular actions and circumstances at hand.

   a. What is the officer doing/not doing?
   b. What are the circumstances within which the police officer is operating?

   Step #3: identify the standard of conduct applicable to a particular act (or failure to act) in the particular circumstances:

   a. Is the act within the scope of employment?
   b. Within department policies/procedures?

2. The instructor should describe two incidents, involving actions taken by police officers. Using the outline of the 3 steps, each student should make a determination of whether or not the officers involved in the incidents acted correctly.

3. The instructor should have a few students read their opinions. Class discussion should result in an understanding of the appropriate course of action that should have been taken by the officers.

C. EVALUATION

1. By reading the students' written opinions and listening to the class discussion, the instructor will be able to determine understanding.

IV. TOPIC

Civil Liability of the Police Officer Relating to the Public Safety Function

A. OBJECTIVE

1. As a consequence of this lesson, each student will be able to explain, Express Obligation and Implied Obligation.

B. PROCEDURE

1. The instructor, through a discussion period should explain:

   a. Express Obligation

      (1) No specific statutes mandating affirmative action.
      (2) Requirements found in departmental rules and regulations or in job description.

   b. Implied Obligation

      (1) Implied in statute like First Responder Law.
      (2) Public expects affirmative action (what police are paid for).

C. EVALUATION

1. Through the discussion, the instructor will determine individual and class understanding.

VI. TOPIC

The use of Force and Excessive Force by Police Officers

A. OBJECTIVES

1. As a consequence of this lesson, the students will be able to list and explain the various factors that courts take into consideration in assessing civil/criminal liability of a police officer; including:

   a. Civil Rights Act, 42 U.S.C. 1983. The Act prohibits conduct which "shocks the conscience" and amounts to an excessive use of force under the circumstances.

2 As a consequence of this lesson, the students will be able to list the factors the court must consider in determining whether the force used by a police officer is excessive:

a. The need for application of force.
b. The relationship between the amount of force that was used and the need for using force.
c. The extent of the injury inflicted.
d. Whether the force was applied in good faith to maintain or restore discipline or maliciously or sadistically for the very purpose of causing harm.
e. The nature of the offense.
f. The behavior of the subject.
g. The actions of third parties who may be present.
h. The physical odds against the officer.
i. The feasibility or availability of alternative actions.

3. As a consequence of this lesson, the students will be able to list and explain some of the elements of probable cause:

   a. A combination of facts and circumstances which would warrant a person of reasonable caution and prudence to believe:

      (1) That a crime has been or is being committed.
      (2) That the person to be arrested is guilty of such a crime.

4. As a consequence of this lesson, each student will be able to list and explain the elements of reasonable force:

   a. The least amount of force that will permit an officer to:

      (1) Subdue or arrest a subject.
      (2) Maintaining a high level of safety for himself and the public.

5. As a consequence of this lesson, each student will be able to list and explain in writing the circumstances under which an officer may use deadly force:

   a. The officer reasonably believes such force is necessary.
   b. To protect a third person or oneself from imminent death or great bodily harm.

6. As a result of this lesson each student will be able to list some factors that the court considers when determining if deadly force was justified:

a. Proximity of the respective parties.
b. The lighting conditions.
c. The physical appearance of the instrumentality with which the officer is threatened.
d. The nature of the wounds inflicted.
e. Whether a warning was given.
f. The suspects retreat and the presence of other officers.
g. Whether the officer possessed the requisite state of mind (Ex.: reasonable belief that the force was necessary).
h. Whether in light of all of these factors, such a state of mind was reasonable.

B. PROCEDURES

1. The instructor should distribute to each member of the class, an outline which should include:

   a. Civil Rights Act, 42 U.S.C. 1983.
   b. Factors which determine whether force used was excessive.
   c. Elements of probable cause.
   d. Elements of reasonable force.
   e. Elements necessary for the use of deadly force.

2. The instructor should divide the class into groups of 4 people each.
3. The instructor should read, explain and discuss with the class, all of the provisions, factors and elements contained in each outline.
4. The instructor should distribute to each group, descriptions of three incidents in which force could be used by police. These descriptions should contain all the elements necessary for the groups to make a determination as to the appropriate force necessary. Each group should issue a brief written report containing:

   a. Probable cause, elements.
   b. Type of force or lack of force necessary and why.

5. The instructor will have each group read each of their reports. The class, under the direction of the instructor, should evaluate whether the amount of force recommended by each group was appropriate.

C. EVALUATION

1. The instructor should administer a mimeographed quiz (true/false, multiple choice) to determine if the class understands the elements discussed during the lesson.

I. TOPIC

USE OF FORCE

A. OBJECTIVES

1. At the conclusion of this class the student will be able to apply the previous discussions of liability to the decisions to use force.

B. GENERAL LEGAL PRINCIPLE

1. "A police officer is justified in using that force reasonably necessary to accomplish his lawful purpose; (effect an arrest, prevent unlawful conduct, etc.)."

2. Lawful purpose is important - if the arrest is known to be unlawful or if the conduct being prevented is lawful, the use of any force is illegal.

C. ESCALATION - DE-ESCALATION

1. The force reasonably necessary is the minimal force likely to accomplish the purpose. A blow to the head with the baton will stop most conduct but may be far in excess of minimum force necessary.

EXAMPLE

A loud altercation with both parties armed with clubs but with no blows being exchanged at the time the officer arrives.

II. TOPIC

PRINCIPLES OF ESCALATION

A. PRESENCE/APPEARANCE

1. The mere arrival of the officer on the scene may be sufficient to halt the altercation.

B. VOICE/VERBAL COMMANDS

1. If the presence of the officer does not halt the conduct, a command may suffice. It is probably essential to establish that the officer's presence was known to the assailants and they were verbally ordered to stop the illegal activity before any other means were employed.

C. DEFENSIVE TECHNIQUES - RESTRAINTS

1. The officer should then employ restraints and/or defensive techniques or establish the reason for rejecting their use (inability to control the situation, liklihood of serious physical injury, etc.)

D. ACTIVE TECHNIQUES

1. If proceeding has failed, the officer may then resort to offensive techniques short of deadly force such as mace or the baton to stop the illegal activity.

AND FINALLY

E. DEADLY FORCE

1. If there is a clear and present danger of the infliction of death or serious bodily harm.

III. TOPIC

DE-ESCALATION

The same principle applies in reverse. The fact that the officer, by using his baton, caused the assailants to separate does not justify the continued use of the baton. Its purpose has been served. Now once again the officer must be prepared to defend his choice of responses. If verbal commands will suffice to keep the assailants separated, that is the minimal force necessary to accomplish the lawful purpose.

If that separation appears unstable and the altercation likely to resume, the officer is justified in applying restraints. The situation may again escalate to where the use of the baton is justified but the principle remains the same and the officer should be prepared to so testify.

CIVIL LIABILITY

USE OF DEADLY FORCE

A - DEADLY FORCE

1 - Definition
2 - Justification
3 - Stop v. Kill

I - OBJECTIVES

1 - At the conclusion of this lesson, each student will be able to define the term DEADLY FORCE.
2 - At the conclusion of this lesson, each student will understand and be able to state the situations under which an officer is justified in using DEADLY FORCE.
3 - At the conclusion of this lesson, each student will be able to explain, in written form, the distinction between shooting to stop v. shooting to kill.

II - PROCEDURE

1 - The instructor should distribute to each member of the class a mimeographed sheet which contains:

a. The definition of DEADLY FORCE (force which is intended to cause or which is likely to cause death or serious injury).

b. When a police officer is justified in the use of DEADLY FORCE. (An officer is legally justified in using deadly force for personal self-defense, in the defense of others threatened with life threatening violence and in limited situations, to stop a fleeing felon.)

c. The distinction between shooting to stop v. shooting to kill. (A police officer does not shoot to kill or to wound; he shoots to stop. A wounded or dead suspect may result, but the officer is only justified in shooting to stop. A subject is stopped when he is effectively prohibited from using or threatening the use of deadly force.)

2 - The instructor should read and explain the topics contained in the mimeographed sheet.

3 - The instructor should lead a large group discussion, involving all of the students, of the material contained in the hand-out.

4 - The instructor should describe three scenarios to the class. Each scenario would warrant a different degree of force: deadly, non-lethal, and no force. The instructor should discuss with the class the appropriate actions and elicit from the class the reasons for each action.

III - EVALUATION

1 - Through general class discussion and individual participation, the instructor will ascertain group understanding.

2 - A final examination will be given.

B - AREA OF AIM

1 - Center of mass

I - OBJECTIVES

1 - At the conclusion of this lesson, each student will be able to explain the term CENTER OF MASS.

2 - At the conclusion of this lesson, each student will be able to explain the reasons for shooting to CENTER OF MASS.

II - PROCEDURES

1 - Through the use of targets as well as the recruits themselves, the instructor explains and demonstrates the CENTER OF MASS. The mass is the target area available. CENTER OF MASS is the center of that area. By placing recruits in a variety of positions and behind various obstacles, the class will understand CENTER OF MASS.

2 - The instructor should distribute a student hand-out which defines CENTER OF MASS and which explains the various reasons for shooting to CENTER OF MASS.
   a. The purpose of using the weapon is to stop the individual.
   b. Accuracy is best achieved by shooting to CENTER OF MASS.

3 - The instructor, through the use of targets, handouts and role playing, will be able to demonstrate the necessity of shooting to CENTER OF MASS.

III - EVALUATION

1 - The instructor will be able to determine group under-

standing through large and small group discussion in class.

2 - Final examination.

C - LEGAL GUIDANCE ON THE USE OF DEADLY FORCE

1 - Common Law
2 - Statutory Law
3 - Case Law
4 - Departmental Policy and Procedures

I - OBJECTIVES

1 - At the conclusion of this lesson, each student will be able to list and explain the three elements necessary to utilize DEADLY FORCE in self-defense and of others:
   a. The ability to cause death or serious bodily harm (i.e., gun, knife, club, etc.)
   b. The opportunity to take advantage of his/her ability to cause death or serious injury.
   c. Life must be in jeopardy. Even though the suspect has the ability and the opportunity, the threat of death or serious injury must be imminent. No other reasonable alternative can exist.

2 - At the conclusion of this lesson, each student will understand and be able to state the limited situations under which DEADLY FORCE would be justified in stopping a fleeing felon:
   a. COMMON LAW (The fleeing felon rule imposes two limitations on the use of deadly force to effect an arrest: (1) DEADLY FORCE can only be used against a fleeing felon. (2) The use of DEADLY FORCE must be reasonably necessary to effect the arrest; only as a last resort, under circumstances indicating that the fleeing felon cannot otherwise be stopped or captured.)

      *Today, a major emphasis has been placed on individual rights and the "Sanctity of Life." The Mass. Supreme Court in JULIAN v. RANDAZZO has made it clear that the Common Law right to use DEADLY FORCE against a fleeing felon has effectively been abolished (see case law).

   b. STATUTORY LAW (There are no statutes directed specifically to the use of DEADLY FORCE by a police officer against a fleeing felon.)
   c. CASE LAW (There are two leading cases in Massachusetts that gives guidelines to a police officer using DEADLY FORCE against a fleeing felon.)
      1)COMMONWELATH v. KLEIN, 372 Mass. 823, 363 N.E. 2d 1313

- A private citizen's use of deadly force to effect an arrest is justified only if exercised in accordance with section 3.07 of the Model Penal Code. The holding of the case was limited to the use of DEADLY FORCE by private citizens.

2)JULIAN v. RANDAZZO, 403 N.E. 2d 931, (1980)

- In a civil action for assault and battery brought against a police officer who shot an innocent victim while chasing a fleeing felon, the Mass. Supreme Court approved the action of the trial judge in charging the jury, as to when an officer could use DEADLY FORCE, in accordance with Section 120.7 of the Model Code of Pre-Arraignment Procedure.

- **MODEL CODE OF PRE-ARRAIGNMENT PROCEDURE**
S. 120.7 (A law enforcement officer authorized to make an arrest... The officer may use such force as is reasonably necessary to effect the arrest,... The officer may use DEADLY FORCE for these purposes only if:
  a. The arrest is for a felony.
  b. The officer reasonably believes that:
    I - The crime for which the arrest is made involved conduct including the use or threatened use of DEADLY FORCE; and the officer reasonably believes that the force employed creates no substantial risk of injury to innocent persons.
    II - There is a substantial risk that the person to be arrested will cause death or serious bodily harm if his/her apprehension is delayed.

AND

    III - That the force employed creates no substantial risk of injury to innocent persons.

d. DEPARTMENTAL POLICY AND PROCEDURES (Refer to individual departmental policy and procedures. Departmental policy and procedures on firearms usually are more restrictive than the other three sources.)

II - PROCEDURES

1 - The instructor should distribute to each member of the class a hand-out containing all of the appropriate definitions, common/statutory/case law, and Massachusetts Chiefs of Police Association guidelines as they refer to DEADLY FORCE.

2 - The instructor should read, explain and discuss with the class the material contained in the hand-out.

3 - The instructor should divide the class into small groups of 4-5 individuals. Each group should be given a different situation in which force might be applicable. Each group should analyze their situation and determine the appropriate action.

4 - Each group should explain to the whole class their reasons for the action they recommended.

III - EVALUATION

1 - Large and small group discussion and analysis will enable the instructor to determine group understanding.

2 - Final exam.

D - NEGLIGENT USE

1 - Accidental shootings
2 - Negligent Use
3 - Negligent or Inadequate Training
4 - Mass. Civil Rights Act

I - OBJECTIVES

1 - At the conclusion of this lesson, each student will understand that if a police officer is justified in using DEADLY FORCE, in accordance with established guidelines, and an innocent victim is injured, a finding should be made for the police officer as the "Victim's injury was a result of an unfortunate accident." Julian v. Randazzo, 403 N.E. 2d 931, 933-934 (1980)

2 - At the conclusion of this lesson, each student will understand that if an officer has had proper training and acts in a manner inconsistent with this training, he may be held civilly liable. (Ex. by firing warning shots/placing the revolver in a single action mode while making an arrest.)

3 - At the conclusion of this lesson, each student will be aware of the fact that if an injury was the result of negligent or inadequate training by the department, the injured party may have a civil action against the department.

4 - At the conclusion of this lesson, each student will understand the Mass. Civil Rights Act, C. 12 S. 111 and C. 265 S.37.

II - PROCEDURES

1 - The instructor, through the use of large group discussion as well as a question and answer session, should explain and discuss negligent use of the firearm.

III - EVALUATION

1 - The instructor will ascertain group understanding through the discussion, question and answer sessions.

2 - Final exam.

FIREARMS TRAINING

A - INTRODUCTION TO SAFETY

1 - General safety precautions
2 - Safety in the home
3 - Special safety considerations

I - OBJECTIVES

1 - At the conclusion of this section, each student officer will be able to list and explain the general safety precautions which must be followed when handling a firearm.

2 - At the conclusion of this lesson, each student officer will be able to explain various safety precautions which can be taken when firearms are in the home.

3 - At the conclusion of this section, each student officer will be able to explain special firearm safety considerations.

II - PROCEDURES

1 - The instructor should distribute to each student officer a list of general firearm safety precautions; including:
   a - Treat every gun as loaded.
   b - Open the action prior to passing a weapon to another person.
   c - Unload the weapon whenever it is taken from the holster for any reason other than to fire it.
   d - Never point a firearm, loaded or unloaded at anyone you do not intend to shoot.
   e - Keep your finger on the trigger guard until you are ready to fire.
   f - Don't pull the hammer back to the cocked position unless you intend to fire the weapon.
   g - Do not acquire nervous habits (ex.spinning the cylinder).

2 - The instructor should read, explain and discuss the general safety precautions with the class.

3 - The instructor should discuss with the class, safety precautions which can be taken in the home including:
    a - Some individuals believe that all family members should be instructed in the use of firearms.
    b - Other individuals believe that firearms should be locked up.
    c - Loaded guns in any household present a greater danger than unloaded guns. (Some people maintain that the gun should be kept loaded in the home. Others, who have been confronted with an emergency requiring a firearm, believe that a loaded weapon is needed.)

4 - The instructor should discuss with the class some special firearm safety precautions including:
    a - Thoughtlessness, lack of experience and laziness may increase the possibility of an accident.
    b - The weapon must be under control, regardless of what the officer is doing (ex. changing clothes, use of toilet).
    c - The weapon must be placed so it cannot fall.
    d - The weapon must not be available to another person.

III - EVALUATION

1 - The instructor should determine group and individual understanding through participation in the discussion periods.

B - INTRODUCTION TO THE REVOLVER AND AMMUNITION

1 - Description
2 - Operating and handling
3 - Care and Cleaning
4 - Ammunition
5 - Holster and leather gear

I - OBJECTIVES

1 - At the conclusion of this session, each student officer will demonstrate the ability to identify and explain the function of the various parts of his/her service revolver.

2 - At the conclusion of this session, each student officer will be able to demonstrate the ability to operate his/her unloaded service revolver.

3 - At the conclusion of this session, each student officer will be able to list and explain the causes and remedies for the most common firearm malfunctions.

4 - At the conclusion of this session, each student officer will be able to identify the various types of cartridges, their components, and explain their function.

5 - At the conclusion of this session, each student officer will be able to name the various types of holsters and cartridge carriers, explain their use and method of upkeep.

6 - At the conclusion of this session, each student officer will be able to demonstrate the ability to properly clean and care for his/her service revolver.

II - PROCEDURES

1 - The instructor should distribute to each student officer a hand-out which lists and explains the function of the various parts of a revolver including:
   a - **The Frame:** Forms the backbone to which all other groups are attached. It also gives the weapon its basic outline or silhouette.
   b - **The Barrel:** With sights, gives the bullet direction. The spiral rifling imparts a spin which stabilizes the bullet in flight like a football.
   c - **The Action:** The heart of the gun. It contains parts which cock the hammer, move the cylinder or slide and fire the gun.
   d - **The Cylinder:** Brings a new loaded chamber into line with the barrel and hammer. The group contains the extractor.

2 - The instructor should distribute to each student officer a hand-out which explains how a physical safety inspection of the weapon should be conducted including:
   a - **Barrel** - Open cylinder, visually check and feel barrel with fingers for any bulge and/or ringed condition. Inside of barrel should also be checked for rust and pitting. Muzzle should be checked for nicks. Barrel should be tight. Check for lead build at breech end as well as for cracks on underside of forcing cone.
   b - **Hammer** - Close cylinder, cock weapon and attempt to push hammer forward by exerting pressure on the spur from the rear with finger off the trigger. This should be a normal amount of pressure with thumb of shooting hand. If it can be "pushed off" in this manner weapon is unsafe. While hammer is cocked, visually check for hammer safety block. It can be seen by looking into hammer groove just below the firing pin hole. Firing pin and hammer should be checked to make sure it is not deformed or broken.

c - **Trigger** - No external appliances may be attached to the trigger, such as trigger shoes. The trigger cannot be wider than the trigger guard.
d - **Cylinder** - (Ejection rod assembly) - Check all chambers of cylinder, examining inside and out for any hairline cracks. Examine ejection assembly; rod should be tight and operate freely.
e - **Frame** - Should be checked for stress and hairline cracks especially at area directly under where barrel is attached and at rear of cylinder.
f - **Firing Pin or Hammer Nose Bushing** - Found at the rear of the frame, should be examined for cracks and looseness. Check for looseness by trying to move hammer nose bushing with thumb nail and observing the movement while dry firing with cylinder open. Visually check for cracks.
g - **Main Spring Screw** - (Strain Screw) - Should always be tight. Also, all frame screws should be tight.
h - **Thumb Piece** - Make sure thumb piece is tight.
i - **Cylinder Roll Out** - With finger off trigger, try to rotate cylinder with weak hand. Cylinder should not roll off locked position.
j - **Weapon Timing** - As cylinder turns in the frame, it should lock in alignment with the barrel and firing pin. This is maintained by the cylinder stop (S&W) or bolt (Colt). It is located on the inside at the bottom of the frame above the trigger, and it engages the notch in the cylinder.
k - **Sights** - Fixed sights should have straight, clear edges, not damaged or deformed. Adjustable sights; same as fixed, but rear sight should be tight to the frame. Rear leaf should be firmly fixed in its holder with a slight amount of play forward and rear but no play from side to side.
l - **Properly Cleaned** - Weapon should be cleaned properly especially in barrel and cylinder charge holes. No excessive lubricating oil should be in cylinder charge holes.

3 - The instructor should demonstrate the operation and handling of a service revolver including:
a - Show two basic types of revolvers (Single and Double Action)
b - Demonstrate operation:
1 - Procedure for swinging out cylinder
2 - Loading (with rounds in proper position)
3 - Ejection of cartridges

4 - Using their unloaded service revolver, each student officer should practice and demonstrate for the instructor:
1 - Safety check
2 - Naming the parts of the weapon
3 - Operating the unloaded weapon

5 - The instructor should distribute to each student officer a hand-out which lists the reason for the most common malfunctions including:
   1 - **Cylinder fails to turn** (There are several reasons: 1) Trigger not completely released from previous shot 2) High primer 3) Cartridge not fully seated 4) Protuding bullet which fails to enter barrel completely.
   2 - **Gun fails to fire** - (1) Broken firing pin 2) Worn firing pin 3) Firing pin hole in recoil plate plugged 4) Accumulation of lint and dirt particles in working mechanism
   3 - **Lead and powder particles thrown to side** - (1) Cylinder out of "time" does not line up properly with barrel.

6 - The instructor should demonstrate the proper care and cleaning of the service revolver including:
   1 - Physical safety inspection (as previously explained)
   2 - Wipe externally after each handling
   3 - Clean thoroughly after each firing (Instructor should demonstrate proper technique and distribute written instructions)
      a - Bore scrubbed with proper caliber brush.
      b - Barrel throat or bore leading which resists brush can be removed with special wire gauze head cleaning tool.
      c - Use brush to remove ordinary fouling from individual chambers; a chisel-shaped piece of wood is used to clean collected grease from locking notches.
      d - Use solvent-moistened cloth or cleaning patch on jig tip to impart final polish to bore.
      e - Use bristle brush with solvent to clean interior surfaces of frame and crane assembly.
      f - Push ejector mechanism back and forth vigorously.
      g - Firing pin well in frame should be free of foreign matter.
      h - In center fire revolvers, tip of firing pin should be smoothly polished hemisphere.
      i - With hammer cocked, check cylinder for abnormal looseness.
      j - Use small screwdriver to verify tightness of frame and grip screws.
      k - With S&W revolvers, verify tightness of ejector rod using flat jaw pliers.
      l - Burrs on front sight are removed by judicious use of fine hone.
      m - Removal of heavy rust in spots will require use of fine steel wool.

7 - The instructor, using either a chart, hand-out or board drawing, should present and explain the various components a cartridge including:
1 - Bullet
2 - Case
3 - Powder
4 - Primer
a - **Case** - Brass, Steel or Copper cylinder, closed at one end, containing the three other components. Rim positions it in the chamber.
b - **Primer** - Contains a sensitive compound. When struck, the compound changes chemical structure and disintegrates completely.
c - **Powder Charge** - Burns when ignited by the explosion of the primer. Burning creates great quantities of gas which expand very rapidly.
d - **Bullet** - is the projectile and is made of lead or lead jacketed with a harder metal. The expanding gases push it from the barrel.
e - **A Round** -One complete cartridge ready for firing.

8 - The instructor should show and describe various cartridges including:

Cart.	**Weight**	**Veloc. Muzzle**	**- 50 yds.**	**Energy (ft.lbs)**	
.357	158	1410	1240	695	540
.38 Sp.	158	855	820	255	235

(Discuss: Recoil, Misfires and Hangfires, Reloads, Squib Loads)

9 - The instructor should show the student officer various types of holsters and leather gear including:
a - The directional draw holster
b - The gimmick, trick or mechanical holster
c - Cartridge loops
d - Pouch cases
e - The holster belt
f - Speed or multiloaders
(The instructor should explain the methods of proper upkeep.)

10 - Each student should be instructed to demonstrate his/her understanding of the material presented in this section by:
a - Identifying and explaining the function of the various parts of the revolver.
b - Performing a physical safety inspection.
c - Operating the empty weapon
d - Demonstrate proper cleaning techniques.
e - Identifying the types of cartridges used in his/her service revolver.
f - Identifying the department authorized holster and leather gear, their function and method of upkeep.

ADDENDA - SEMI-AUTOMATIC PISTOL

With the same objectives and methodology, the instructor should ensure that any student in the class armed with a semi-automatic pistol is additionally familiar with the following:

Parts - The slide, magazine, and safety/de-cocking devices.

Malfunctions - Failure to feed, failure to fire, failure to extract, and the proper immediate action to restore the firearm to a functioning condition.

Care and Cleaning - The student should be aware of the pistol manufacturer's recommendations for field stripping for cleaning and reassembly. Basic cleaning remains the same as for the revolver.

The instructor should include maintenance of the clip/magazine (bent lips, weak spring, dirt or foreign object restricting spring, dents in magazine body).

Ammunition - The instructor should emphasize the need for clean, undamaged ammunition in the pistol and describe cartridges including:

Cartridge	Weight	Muzzle Vel	Energy
9 M/M	115	1160	345
45 ACP	230	850	370

Holsters and Leather Gear - The instructor should show the student standard holsters and clip carriers for the semi-automatic.

III - EVALUATION

1 - The instructor will determine student understanding by observing the students when they demonstrate their knowledge of the various parts of the weapon; the safety check; operation of the weapon; identify cartridges; and leather gear.

C - FIRING THE REVOLVER

1 - Single Action Firing
2 - Double Action Firing
3 - Loading/Unloading/Loading Position
4 - Drawing the Revolver

I - OBJECTIVES

1 - At the conclusion of this session, each student officer will be able to demonstrate the ability to fire his/her service revolver, using single-action firing.
2 - At the conclusion of this session, each student officer will be able to demonstrate the ability to fire his/her service revolver, using double-action firing.
3 - At the conclusion of this session, each student officer will be able to demonstrate the proper loading, unloading and reloading position and procedure.
4 - At the conclusion of this session, each student officer will be able to demonstrate the proper method of drawing his/her service revolver.

II - PROCEDURE

1 - The instructor should explain and demonstrate the elements of single-action shooting including:
   a - **Sight Alignment** - (The shooter must understand that the eye can focus on only one of the two sights at one time. The shooter must use the front sight. The rear sight is used as a window through which he/she looks at the front sight. The shooter does not look at the rear sight, but looks through it.)
   b - **Sight Picture** - (This includes the rear and front sights as well as the target. It means getting the proper sight alignment and then putting the aligned sights into their proper relationship to the target. Use of the 6 O'Clock hold gives the beginner a precise aiming point.)
   c - **Grip** - (Gripping the revolver to tightly results in a tremor which adds to the difficulty in maintaining good sight alignment. The student officer should be instructed to put the gun in the hand in such a way that the line of the barrel bisects the "V" formed by the thumb and forefinger. Variations of this grip are sometimes necessary. Finger position on the trigger is most important, and a person with very short fingers may have to pull the hand slightly toward the trigger. Also, when a right handed shooter must sight with the left eye, it is necessary for the gun to be rotated.)
   d - **Stance** - (It involves the entire body. The feet are planted firmly and the body equally distributed. Feet spread distance about shoulder span. Legs straight but not stiff and the trunk erect but relaxed. The arm holding the gun is fully extended, but there should be no locking or real stiffness. The free hand should be placed so that the shooter is unaware of it.)
   e - **Trigger Squeeze** - (The new shooter will have made great progress if he/she learns to start a slow steady pressure on the trigger, continuing to increase it evenly until the gun fires. Trigger squeeze for the recruit is the same type of pressure that would be applied to a medicine dropper to expel one drop.)

f - **Breath Control** - (Breathing must be controlled. Take a fairly deep breath, so that the shooter can refrain from breathing for the few seconds needed to bring the gun into alignment and fire. Holding the breath too long will cause a tremor.

g - **Follow-Through** - (This involves continuing to do for two or three seconds, everything that is done at the time the shot is fired. This is because, any movement done immediately after the shot is fired, had its beginning in the brain, before the gun was fired.)

h - **Calling the Shots** - (To describe the location of a hit on the target, the numerals on a clock dial are related to the target. Ex. front sight high; right hand heel.)

i - **Rhythm** - (Each element of delivering a shot on target is done in the same way each time. These things must be done in cadence; in the same length of time; each time the act is repeated.)

j - **Cocking the Revolver** - (The revolver is cocked by the straight back method. The motion should be smooth, the gun should return to its normal position in the hand, and recovery of the sight alignment should be rapid. This method of cocking takes its name from the movement of the thumb. After the shot is fired, the 3 fingers which are gripping the gun continue to hold it in place against the heel of the hand. The trigger finger relaxes in order to allow the trigger to move forward and the thumb extended straight up to the hammer spur. The thumb contracts and pulls the hammer down to the full cocked position.)

2 - The instructor should demonstrate and explain the elements of double-action shooting; including:

a - The procedures included in single-action shooting are also contained in double-action:

1 - Sight Alignment	6 - Breath Control
2 - Sight Picture	7 - Follow-through
3 - Grip	8 - Calling the Shots
4 - Stance	9 - Rhythm
5 - Trigger Squeeze	

b - There are two methods of shooting double-action: (1) Continuous but firm pressure is applied to the trigger until the shot is fired. This is the most desirable method. (2) In the "pull-squeeze" method, pressure or pulling is applied to the trigger until the cylinder revolves and locks into place. Click pressure is applied to the trigger in a squeezing motion until the shot is fired. This method requires considerable practice.

c - One of the most common errors observed in training double-action shooting is the tendency to relax the grip after the trigger is released following the first shot. This results in "milking" the revolver.

d - The "slap" shot should be avoided. This is when pressure is applied in a quick jerky motion.

e - In summary:
1 - Finger on trigger
2 - Space between base of finger and frame of revolver
3 - High on backstrap
4 - Thumb locked down
5 - Tight grip
6 - Wrist locked
Continuous firm pressure applied to trigger

3 - The instructor should slowly and repeatedly demonstrate the procedures described above, for proper single and double-action shooting.

4 - Using their unloaded service revolvers, each student officer should practice the procedures involved in both single and double-action shooting.

5 - The instructor should demonstrate and explain the proper procedure for loading the revolver including: (for right hand shooter)
a - As the gun is drawn, the left hand is brought up about belt buckle high in front of the body.
b - The gun is placed in it at a point where the cylinder will cover the two middle fingers. The cylinder hatch should be actuated.
c - The cylinder is forced out of the frame by the two middle fingers of the left hand and into contact with the thumb.
d - It is held against the base of the palm by pressure of the left forefinger and little finger on the top of the strap. The thumb and middle fingers are free to rotate the cylinder as it is loaded.
e - The right hand secures the ammunition from the carrying device and feeds the ammunition into the cylinder chambers. The muzzle is tilted toward the ground.

6 - The instructor should demonstrate and explain the proper procedure for unloading the revolver including:
a - The gun is brought from the firing position into the left hand just as it was for loading. The barrel is tilted upward, however.
b - It is opened in the same way except that, in unloading, the thumb goes to the end of the ejector rod.
c - The thumb exerts some pressure toward the frame of the revolver while it depresses the rod. The thumb is pressed smartly toward the cylinder, unseating the empty cartridge cases.
d - The left hand is rotated through a small arc. The ejector rod may need to be actuated several times. The whole idea is to get the empty casings out of the cylinders without the help of the right hand.
e - As soon as the cylinder is open (assuming another string is to be fired immediately) the right hand reaches for more ammunition so that is may be loaded the instant the cylinder is empty.

7 - The instructor should demonstrate the proper procedure for drawing the revolver from the holster including:
  a - The weapon should be drawn with the trigger finger outside the trigger guard.
  b - The grip must be taken before the gun is removed from the holster.
  c - The importance of having the weapon in the proper position in the hand dictates a slow deliberate gripping and withdrawal. As skill increases, the speed with which the gun can be drawn properly will increase.

8 - The instructor should allow sufficient time and practice to enable each student officer to become comfortable with his/her service revolver and the proper methods of loading, drawing, firing and reloading.

III - EVALUATION

1 - The instructor will determine recruit understanding and ability through observation while the student officers practice using their service revolver.

D - TRAINING (RANGE)

1 - Combat shooting with the revolver
2 - Night firing

I - OBJECTIVES

1 - At the conclusion of this session, each student officer will be able to demonstrate the ability to safely, properly and successfully fire his/her service revolver under timed fire combat conditions.

II - PROCEDURE

1 - The instructor should demonstrate and explain the various shooting positions from which the recruits will be shooting during the training course including:
  a - Strong hand
  b - Weak hand
  c - Weaver
  d - Two-hand point shoulder
  e - Two-hand natural point
  f - Close combat hip position
  g - Barricade
  h - Kneeling

2 - The instructor should reinforce the proper procedures involved in double-action combat shooting including:
  a - Sight alignment/picture
  b - Stance
  c - Grip/Trigger squeeze
  d - Breath control/ follow through
  e - Calling the shots
  f - Rhythm

3 - The instructor should give the class an overview of the training course including:
    a - Ammunition needed (750 rounds 158 grain 38 special (plus P) semi-wadcutter 250 rounds department issued ammunition)
    b - The target used will be the M.C.J.T.C. Target
    c - The actual number of rounds fired during each segment of training will be determined by the firearms instructor and will be based upon:
        1 - Individual and group needs and ability
        2 - Readiness and ability to successfully complete the qualification course.

4 - The instructor should utilize the following training course as a guideline. The amount of time devoted to any one particular segment and the number of rounds fired should be determined by the instructor and should be based on the need of the class. Individual training segments can be stressed and/or eliminated, depending on the need of the class. **THE FOLLOWING TRAINING COURSE SHOULD BE USED AS A GUIDELINE.**

SEGMENT 1

A - Firearm (Service Revolver)
B - Ammunition (158 gr. 38 sp. (Pl.P) semi-wadcutter or service ammunition)
C - Target (M.C.J.T.C. Target)
D - Firing Distance (50 Feet)
E - Procedure

1 - The shooter begins with the slow fire sequence; progresses to the timed fire sequence; and then to the rapid fire sequence. The amount of time and the number of rounds fired at each sequence should be determined by the instructor; based on the needs and abilities of the recruits.

2 - **Slow Fire** (_____ number of shots on the target in five minutes)

3 - **Timed Fire** (12 shots on the target, shot in two twenty four second strings of 6 shots each.)

4 - **Rapid Fire** (12 shots on the target, shot in two twelve second strings of shots each.)

SEGMENT 2

A - Firearm (Service Revolver)
B - Ammunition (158 gr. 38 sp. (Pl.P) semi-wadcutter or service ammunition)
C - Target (M.C.J.T.C. Target)
D - Equipment (Holster, department issued; Loading aids, including speed loaders may be used; earplugs or headsets and eye protection are mandatory.)
E - Firing Distance (7 yards, 25 yards and 50 yards)
F - Procedure

1 - **7 yard stage**

a - Number of rounds: 12
b - Action: Double
c - Crouch or semi-crouch eye level or below
d - Time Limit: 25 seconds
e - Progression: Shooter loads six rounds in weapon and holsters. On command, the shooter draws and fires six rounds, unloads, reloads and fires six rounds, unloads, reloads and holsters the weapon.

2 - **25 yard stage**

a - Number of rounds: 18
b - Action: Double
c - Position: Kneeling and standing barricade
d - Time Limit: 90 seconds

e - Progression: Shooter loads six rounds in weapon and holsters; selects 12 rounds for reloading. On command, shooter assumes kneeling position, draws weapon from holster and fires six rounds, unloads, reloads and assumes weak hand position at barricade, fires six rounds, unloads, reloads and assumes strong hand standing position at barricade and fires six rounds, unloads and holsters.

3 - **50 yard stage**

a - Number of rounds: 24
b - Action: Single or Double
c - Position: Sitting, Prone and Standing Barricade
d - Time Limit: 2 minutes and 45 seconds
e - Progression: Shooter loads six rounds in weapon and holsters. Shooter places 18 rounds into his/her selected reloading device. On command, shooter assumes the sitting position, draws firearm, and using one or two hand grip, fires six rounds, unloads, reloads, assumes the prone position, using two-hand grip, fires six rounds, unloads, reloads moves to barricade, fires six rounds with left hand, unloads, reloads and fires six rounds with right hand, unloads and holsters weapon.

4 - **25 yard stage**

a - Number of rounds: 6
b - Action: Double
c - Position: Standing (No barricade)
d - Time Limit: 12 seconds
e - Progression: Shooter loads six rounds in weapon and holsters. On command, shooter draws weapon, assumes standing position, and using either one- or two-hand position, fires six rounds, unloads and holsters weapon.

5 - The instructor should base his/her determination of the number of rounds fired at each stage, the emphasis given to the various stages and whether any one stage should be eliminated or repeated, on the abilities, needs and skill of the student officers. The type of grip used should be based on safety and effectiveness.

6 - **Additional Training Course**

A - The NRA National Police Course

STAGE	DISTANCE	POSITION	NO. ROUNDS	STAGE TIME
a	7 yds.	crouch	12	25 sec.
b	25 yds.	standing, no support	6	12 sec.

c	50 yds.	sitting	6	2min. 45sec.
		prone	6	
		barricade	61/6r	
d	25 yds	kneeling	6	90 sec.
		barricade	61/6r	

B - The NRA 25 yard Course

a	7 yds.	crouch	12	25 sec.
b	25 yds.	standing, no support	6	12 sec.
c	25 yds.	sitting	6	2 min.
		prone	6	
		barricade	61/6r	
d	25 yds.	kneeling	6	90 sec.
		barricade	61/6r	

C - The FBI Double Action Course

a	7 yds.	hip level	6	on command
			4	double tap-
	(repeat with the weak hand)			on command
b	7 yds.	hip level	5/s	
			5/w	25 sec.
c	15 yds	point sh.	6	on command-
				3 sec/per/shot
			4	6 sec.
d	25 yds.	kneeling	5	10 sec.
e	(Repeat Stage d)			

D - The Mass. State Police Recruit Training Course

a	7 yds.		12	25 sec.
b	15 yds.		6	12 sec.
c	25 yds.		18	90 sec.
	(6 rounds kneeling strong hand)			
	(6 rounds standing barricade strong hand)			
	(6 rounds standing barricade weak hand)			

* **THE DAYLIGHT TRAINING COURSES WHICH HAVE BEEN DESCRIBED SHOULD BE USED AS A GUIDELINE.**

(The amount of time devoted to any one particular segment and the number of rounds fired should be determined by the instructor and should be based on the needs of the class. The emphasis given to the various stages of fire; and whether any stage or stages should be eliminated or repeated, should be based on the abilities, needs and skill of the student officers.)

7 - **Night Firing**

A - Firearm (Service Revolver)
B - Ammunition (158 gr. 38 sp. (Pl.P) semi-wadcutter or service ammunition)
C - Target (M.C.J.T.C Target)

D - Firing Distance (7 yds,. 15 yds., 25 yds.)
E - Other Equipment (Low light source)
F - General Considerations:The key to success in night firing is good shooting form. The course utilizes three basic shooting positions (below shoulder level, point shoulder and kneeling position). Half of the course is fired with the use of a low light source and half is shot in total darkness. **All loading is from the pocket and is done in total darkness.**
G - Safety:Holsters will be worn on strong side. No cross draw holsters allowed. If a weapon or ammunition is dropped during the course, **DO NOT PICK IT UP OR MOVE FROM POSITION** until everyone has ceased firing on command of the range officer and he gives permission.
H - Procedure

1 - **7 yard stage**

a - Number of rounds: 20 total rounds, fired in strings of 6 and 4; pocket loading.
b - Position: Below shoulder level
c - Action: Double
d - Progression:(Low light source can be used if available.) On command, shooter loads six rounds in weapon and holsters. On command, shooter draws from holster, fires one round, and holsters weapon (cease fire command, long whistle). This should take less than four seconds with practice. This is repeated until the sixth round is fired, when the shooter without any light, unloads and reloads with four rounds (closes weapon so that weapon will fire the four rounds in succession when firing is commenced). On command, the shooter repeats this sequence, firing two rounds on each command. On command, shooter reloads six rounds and holsters. This sequence is then repeated **without** the use of the low light source in total darkness. Weak hand used for support (two-hand grip).

2 - **15 yard stage**

a - Number of rounds: 20
b - Position: Point shoulder
c - Action: Double

d - Progression: (Low light source can be used if available). On command, shooter fires one round at a time as in seven-yard stage, with a four-second time limit for each round. After sixth round is fired, shooter unloads, reloads with four rounds, as in seven-yard stage, and holsters. On command, shooter draws and fires all four rounds in eight seconds. On command, shooter loads six rounds and holsters. The preceding sequence is then repeated **without** the low light source in total darkness. Weak hand is used for support. (two-hand grip)

3 - **25 yard stage**

a - Number of rounds: 10 (2 strings of 5 each)
b - Position: Kneeling
c - Action: Double
d - Progression: (Low light source can be used if available). On command, shooter loads five rounds and holsters. On command, shooter drops to kneeling position, draws and fires five rounds in 12 seconds, unloads and holsters. On command, shooter repeats the above procedure without the light source, in total darkness. Weak hand is used for support. (two-hand grip)

I - Familiarization under various lighted conditions

1 - Recruits should be exposed to night firing under differing light.
a - With flasher or other car lights on
b - With blinking lights
c - With low/dim lights
d - With no illumination

***THE NIGHT TRAINING COURSES WHICH HAVE BEEN DESCRIBED SHOULD BE USED AS A GUIDELINE.**

(The amount of time devoted to any one segment and the number of rounds fired should be determined by the instructor and should be based on the needs of the class. The emphasis given to the various stages of fire, whether any stage or stages should be eliminated or repeated, or any of the daylight training components should be included in the night training course, should be determined by the instructor and based on the abilities, needs and skill of the student officers.)

E - SHOTGUNS AND AMMUNITION

1 - The police shotgun
2 - Shotgun Ammunition
3 - Why the shotgun is used
4 - Shooting positions and techniques

I - OBJECTIVES

1 - At the conclusion of this session, each student officer will demonstrate the ability to identify and explain the function of the various parts of his/her issued shotgun.

2 - At the conclusion of this session, each student officer will demonstrate the ability to operate his/her unloaded issued shotgun.

3 - At the conclusion of this session, each student officer will be able to identify the various types of shotgun ammunition, their components and explain their function.

4 - At the conclusion of this session, each student officer will be able to list and explain the reasons why a shotgun is used.

5 - At the conclusion of this session, each student officer will be able to demonstrate the proper shooting positions and techniques used in correctly firing his/her issued shotgun.

II - PROCEDURE

1 - The instructor, through the use of a chart, hand-out and hands-on demonstration, should identify and explain the parts of a police shotgun including:
A - **The Stock** (Usually of American walnut. The factory standard length of pull is 14 inches. The drop at the comb is 1 1/2 inches and the drop at the heel is 2 1/2 inches.)
B - **The Action** (Self-loader - The source of power for functioning is the powder gas. Most mechanisms execute a backward and forward motion which extracts the shell and feeds another into the chamber.
Slide Action - The operating cycle consists of moving the slide forward to open the action, extract and eject a fired shell, and cock the hammer, and returning the slide forward to chamber a loaded shell and close the action. Most have ejector port on the right side of the receiver and a cross bolt safety in the trigger guard.
Hinge Action - The side by side double barrel. This action is generally unlocked or unbolted by working the top lever, and the barrel must be swung open for loading, unloading and the removal of fired shells. The action is cocked automatically as the barrels are swung open or closed.)

C - **Barrels** (The shotgun is smooth bore. Barrel length varies. The main advantage in the longer barrel is the longer sighting plane. A gun with a 26 inch barrel shoots with approximately the same velocity as a gun with a 32 inch barrel. The common bore sizes are .410, 28, 20, 16 and 12. The smaller the gauge number the larger the bore. The difference in the effectiveness of these guns is the number of pellets of a given size contained in one shell. The Choke indicates the amount of constriction at or near the muzzle. The common chokes are full, modified, improved cylinder and true cylinder. Under full, the shot pattern is delivered in a tight or restricted group, while the true cylinder delivers the shot in a spread pattern.

2 - Each student officer should demonstrate the ability to identify and operate the parts of his/her shotgun.

3 - The instructor, through the use of a chart, handout and hands-on demonstration, should identify and explain the types and components of various shotgun ammunition including:
A - **Shotshell** (The center fire shotshell has the same basic components as the rifle and pistol ammunition: the case, or shell, the primer, powder and shot. The added component in the shotshell is the wad. This is necessary to confine and seal the powder gases behind the shot. There are two kinds, over powder wads and filler wads. The standard 12-gauge shell is two and three quarters inches in length and ordinarily carries from one to one and five eighth ounces of shot.)
B - **Rifled Slug** (The rifled slug is a single lead pellet approximately .72 caliber, which means it is nearly twice the diameter of the .38 Special. It has simulated rifle lands and groove marks on its base. It has tremendous penetrating ability but after the initial impact, quickly loses its penetrating ability.)

4 - The instructor should explain and discuss with the class the reasons why the shotgun is utilized including:
A - It can be used as a rifle, shotgun and tear gas gun.
B - Projectiles have comparatively short range and are, therefore, safer.
C - The variety of loads from slugs to dust loads.
D - The shotgun has psychological value.

5 - The instructor should demonstrate and explain the various shooting positions and techniques including:
A - **The Standing Position** (Weight should be forward on the leading foot. Feet spread 10 to 15 inches on line somewhat to the left of the target. Shooter coached into a boxers stance.)
B - **The Kneeling Position** (There are two variations of this, the low and high kneeling position. In the low position, the foot is extended as far forward as is comfortable and the right leg is placed flat on the ground. The shooter sits on the side of the right foot. In the high position, the shooter sits on the right heel.)

C - **The Sitting Position** (This standard position is assumed by facing half right in a seated position with the feet well spread and the body leaning forward so the elbows may be braced over the knees.)

D - **The Prone Position** (In this position, the body lies at an angle of about 30-45 degrees with the line of aim. The spine is straight, legs well spread with the insides of the feet as nearly flat on the ground as possible.)

E - **Use at Shoulder** (Important elements include: mounting the gun, looking not aiming, trigger action, swing through and follow through.)

F - **Use at the Hip** (A method of delivering rapid, close range fire.)

G - **Skip Firing** (Used in cases where the full force of a load may be controlled by bouncing or ricocheting the shot by firing into the street in front of the intended target.)

III - EVALUATION

1 - The instructor will determine student understanding and ability by observing each student utilize his/her shotgun in the classroom and on the range.

F - SHOTGUN TRAINING (RANGE)

1 - Combat shooting with the shotgun.

I - OBJECTIVES

1 - At the conclusion of this session, each student officer will be able to demonstrate the ability to safely, properly and successfully fire his/her department issued shotgun under timed-fire conditions.

II - PROCEDURE

1 - The instructor should explain the training course including: times, distances, rounds to be fired, types of rounds and positions.

2 - The instructor should use this course as a guideline. The time devoted to any phase and the number of rounds fired should be determined by the instructor and based on the needs of the class.

PHASE I

A - Firearm (Issued Shotgun)
B - Ammunition (Rifled Slug - 2 rounds)
C - Target (M.C.J.T.C. Target)
D - Equipment (Department Issued equipment; earplugs or headsets and eye protection)
E - Firing Distance (50 yds.)
F - Time (10 seconds)
G - Procedure (At the 50 yd. line, close the shotgun action, safety on, assembly area load two rounds into the magazine, rack one round into the chamber and come to ready gun position (standard hip shooting position). On the whistle, fire one round standing strong hand barricade, drop to the kneeling strong hand barricade, or kneeling position using cover behind the barricade and fire one round.)

PHASE II

A - Firearm (Issued Shotgun)
B - Ammunition (00 Buckshot - 5 rounds)
C - Target (M.C.J.T.C. Target)
D - Firing Distance (25 yds.)
E - Time (35 seconds)
F - Procedure (At the 25 yd. line, action open, safety on, ready gun position at the hip (two hands on the weapon). On the whistle, combat load three rounds (one in the chamber and two in the magazine), place the safety in the off position, and fire three rounds from the standing offhand position; leave the action open after the third shot; combat load two rounds and fire as above.)

PHASE III

A - Firearm (Issued Shotgun)
B - Ammunition (00 Buckshot - 5 rounds)
C - Target (M.C.J.T.C. Target)
D - Firing Distance (15 yds.)
E - Time (25 seconds)
F - Procedure (Part a - At the 15 yd. line, action open, safety on, ready gun position at the hip, (two hands on the weapon). On the whistle, combat load five rounds (one in the chamber and four rounds in the magazine), place the safety in the off position, fire two rounds from the offhand position.
Part b - Snap shoot one shot on whistle (three times). On the whistle, place the safety in the off position, and snap shoot one shot to the center of the target, from the off hand shoulder position or modified position. The modified position is considered to be the hip position or any position between the hip and shoulder position. Speed and accuracy should be emphasized during this phase.

III - EVALUATION

1 - The instructor should determine student proficiency by having the student officers fire the above timed-fire combat course and scoring it as follows:
   a - Total possible score of 130 points (Qualification 85/130)
   b - Slugs (Score numerical value for each hit in the 5,4 or 2 area of the silhouette target (10 point possible).
   c - 00 Buckshot (One point for each pellet hit in the 5,4 or 2 area. Possible score of 120 points if 12 pellet rounds are used.)

RANGE QUALIFICATION COURSE

OVERVIEW

The purpose of this qualification course is to determine whether or not the officer can demonstrate such minimum standards of competency with his service revolver to sustain a decision to allow him to carry it in the performance of his duties.

Just as tests to measure skills are used to determine other police skills and other professional standards, this course was designed to provide a basic measure of competency. It incorporates the most common firing positions, distances, time - imposed stress, unloading - reloading, center of mass aiming skills and target accuracy requirements.

It is designed to be used with other training courses and programs and should not be the sole training vehicle. At the same time, it avoids artificial constraints on cartridge capacity, etc, it becomes, in fact, the only training vehicle.

The course incorporates en toto The FBI modified tactical revolver course and his been reviewed by firearms instructors from National, State and Municipal Police Agencies.

The following criteria are required:

A) The range master must be a M.C.J.T.C. Certified Revolver Instructor
B) In addition to the range master, the instructor/shooter ratio must be at least:

Shooters on the line	Instructor(s)
3 - 5	1
6 - 11	2
12 - 18	3

C) All shooters must use departmentally approved revolvers and leather gear. This course is adaptable to the use of automatics. However, the reload requirement must be met.
D) Departmental service rounds or equivalent must be used.

E) Speed loaders must be duty loading devices.
F) The M.C.J.T.C. Target must be used.
G) Scoring will be done on the following basis:

Designation	Total Score
Expert	281 - 300
Sharpshooter	261 - 280
Marksman	240 - 260
Non-Qualify	239 and below

RANGE QUALIFICATION COURSE
INSTRUCTIONAL PLAN

A - OVERVIEW/DEFINITIONS

I - OBJECTIVES

1 - At the conclusion of this lesson, each student officer will understand the characteristics and qualification requirements of the M.C.J.T.C. Revolver Qualification Course.

2 - At the conclusion of this lesson, each student officer will understand and be able to explain the definitions necessary to qualify including: stand safe, cover the target, empty weapon, etc.

II - PROCEDURE

1 - The instructor should distribute to the class a hand-out which describes, in detail, The M.C.J.T.C. Modified and Close Combat Revolver Course including: distance, rounds, time, characteristics, and exceptions.

DISTANCE	ROUNDS	TIME	CHARACTERISTICS	EXCEPTION
25 yds.	18(6/6/6)	1 min. 15 sec.	Using combat grip, shooter fires 6 shots from each of 3 positions from behind a barricade;kneeling strong hand, standing over top of barricade, and kneeling weak hand. Upon command to cease fire, shooter unloads, reloads and covers the target. The instructor commands, "Stand Ready."	For five shot revolver(5/5/5)

15 yds.	Revolver 12(6/6) 5 Shot rev. 10(5/5) Semi auto 12(6/6)	30 sec.	On command, shooter fires six shots from two hand point shoulder position; unloads, and fires six shots, in a total of 30 seconds. On command, to cease fire, shooter unloads, reloads, and covers the target. The instructor commands, "Stand Ready.
10 yds.	Revolver 10(6/4) 5 Shot rev. 8(5/3) Semi auto 10(6/4)	25 sec.	On command, shooter fires 6 shots from the two hand natural point shooting position; unloads, reloads, and fires 4 shots, in a total of 25 sec. On command, to cease fire, shooter unloads, reloads, and covers the target. The instructor commands, "Stand Ready."
5 yds.	Revolver 10(6/4) 5 Shot rev. 8(5/3) Semi auto 10(6/4)	20 sec.	On command, shooter fires 6 shots from two hand natural point position; unloads, reloads, and fires 4 shots, in a total of 20 sec. On command, to cease fire, the shooter unloads, reloads, and covers the target. The instructor commands, "Stand Ready."
	CLOSE COMBAT		
3 yds	Revolver 10(6/4) 5 Shot rev. 9(5/4) Semi auto 10(6/4)	3 sec. per 2 rounds	On command, shooter fires 6 shots from one hand (close combat) hip position; double tap. Shooter unloads, reloads and holsters the weapon. On command, fires 4 shots (double tap). Shooter stands safe.

2 - The instructor should distribute to the class a list of necessary definitions including:

A) **Stand Ready** - The officer is in the ready position when he/she is facing the target; the weapon is loaded and holstered; the safety strap is secured; and the strong hand is off the revolver, in its normal resting position.

B) **Stand Safe** - The officer is in the stand safe position when he/she is facing the target, and is holding an empty weapon in the unload/reload position.

C) **Cover the Target** (Hot Line) - The officer is in the Cover The Target Position when he/she is standing; has two hands on the weapon; is pointing at the target, and the weapon is loaded.

D) **Empty Weapon** - The officer has an empty weapon when he/she has no rounds, brass or any other objects in the weapon.

E) **With ... rounds, load and holster!**

F) **On command, you will fire .... rounds!** - Give specific commands relating the positions and time to be adhered to. Explain what action is to be taken upon completion of this phase.

G) **Is the line ready?** - The line instructor should view the Ready on the right shooters for problems and the range master Ready on the left should look to the line instructors for a signal.

H) **The line is ready!**

I) **Fire!** - This may be a verbal command, whistle, turning target, etc.

J) **Cease Fire** - This command is imperative. Instruct shooters that upon command to Cease Fire, they **must stop firing immediately,** whether or not they have completed any part of the course of fire.

K) **Is the line safe** - To be used if the shooter has been commanded to stand safe, at the completion of any phase of the course.

L) **The line is safe!**

M) **Holster** an empty weapon!

N) **Is the line clear** - Instructors should make sure all shooters are holstered, enabling shooters or instructors to proceed forward of the line.

O) **The line is clear!**

P) **Go forward** - Command which allows shooters or instructors to proceed forward of the line.

3 - The instructor, using hand-outs, overhead or charts should explain and discuss the characteristics and requirements of the qualification course, prior to firing.

III - EVALUATION

1 - Instructors will qualify student officers, based on the following criteria:

Designation	Total Score	Percentage
EXPERT	281 - 300	93%
SHARPSHOOTER	261 - 280	87%
MARKSMAN	240 - 260	80%
NON-QUALIFY	239 or below	Failure

B - RANGE QUALIFICATION COURSE

I - OBJECTIVES

1 - Each recruit will demonstrate the ability to use his/her service revolver under timed-fire, combat conditions, by satisfactorily completing the qualification course, with a minimum of 240 points, (80%).

II - PROCEDURE

PHASE I

a) Shooter at the 25 yd. line loads with 6 rounds and holsters. On command, the shooter moves behind the barricade at the 25 yd. line.
b) Shooter drops to the strong knee, assuming the strong hand position, then draws the revolver, finger outside the trigger guard. When the shooter fires strong hand right/left, the corresponding knee is on the ground. Shooter in assuming the kneeling strong hand barricade position, extends the revolver beyond the edge of the barricade, exposing a minimum portion of his/her body.
c) Shooter places the weak hand on the barricade as a guide and support and fires six rounds.
d) Shooter immediately reloads, using the barricade for cover.
e) Shooter assumes proper point shoulder barricade position, extending the revolver beyond the edge of the barricade, with wrists resting on top of the barricade. The cup and saucer or vice type grip is utilized, and both arms are fully extended, with elbows locked. Shooter fires six rounds.
f) Shooter immediately reloads behind the barricade.
g) Shooter assumes the kneeling, weak hand barricade position, extending the revolver beyond the edge of the barricade.
h) Shooter places strong hand on the barricade as a guide and support and fires six rounds. (18 rounds in 1 min. 15 sec.)
i) Upon command to cease fire, shooter unloads, reloads and covers the target. The instructor commands, "Stand Ready." On command, the shooter advances to the 15 yard line.

PHASE II

a) On command, the shooter assumes two-handed point shoulder position; cup and saucer or vice-type grip, and fires six rounds; ejecting spent rounds with weak hand; simultaneously reaching for last six rounds with strong hand. Feet remain in place while shooter reloads six rounds.
b) Shooter fires last six rounds using the same stance. (12 rounds in 30 sec.)
c) Upon command to "Cease Fire," shooter unloads, reloads and covers the target. The instructor commands, "Stand Ready." On command, the shooter advances to the 10 yard line.

PHASE III

a) On command, shooter assumes two-hand natural point position (a position in between the hip shooting and point shoulder shooting position; not looking at the sights with all vision on the target). Shooter fires six rounds.
b) Shooter reloads four rounds; keeping the feet in place. Shooter resumes two-hand natural point shooting position and fires last four rounds. (10 rounds in 25 seconds.)

PHASE IV

a) On command, shooter assumes the two-hand natural point position. Shooter fires six rounds.
b) Shooter reloads four rounds; keeping feet in place and fires the last four rounds. (10 rounds in 20 sec.)
c) Upon command to "Cease Fire," shooter unloads, reloads and covers the target. The instructor commands, "Stand Ready." On command, the shooter advances to the 3 yard line.

PHASE V

a) On command, the shooter assumes the proper hip shooting position (one hand).
b) Shooter fires six shots (double tap) from the hip position. (3 sec. per 2 rounds)
c) Shooter unloads, reloads with four rounds and assumes the Stand Ready Position.
d) Upon command, the shooter fires four shots (double tap) from the hip position. (3 sec. per 2 rounds)
e) The shooter will Stand Safe, and upon command holsters the empty weapon.

III - EVALUATION

1 - Instructors will qualify student officers, based on the following criteria:
a) The M.C.J.T.C. Target must be used.
b) Recruits must score a minimum of 240 points (80%)

Combined Revolver/Semi-auto pistol course

Instructor insures that all students are on the line with empty firearms and duty ammunition carriers, pistol shooters with at least 3 magazines (clips, chargers).

Issue 60 rounds

Phase 1 25 yard line

Instructor advises--6 strong hand kneeling, 6 over top, six weak hands kneeling, 1 minute 15 seconds, on completion or the expiration of time, unload, reload with 6 rounds and cover the target.

(Revolver shooters load loops, boxes, speed loaders, pistol shooters load 6 in each of 3 magazines (clips, chargers).

Instructor commands load with six rounds and holster. Revolver shooters load all six chambers, holsters and straps firearm in.

Pistol shooters insert clip loaded with 6 rounds, activate slide, put weapon in mode carried on the street. (Cock and lock, decocked, safety on, decocked.)

Instructor commands 18 rounds, 3 positions on the whistle or on command.

give command

At expiration of 1 minute, 15 seconds, instructor commands cease fire, unload reload and cover.

(Revolver shooters reload cylinder, pistol shooters reload magazine, insert, put weapon in street mode.)

Both cover the target with a firearm loaded and ready to fire with 6 rounds. Instructor commands, "Stand ready", moves shooters to 15 yard line.

Phase II

Advises shooters 6 rounds point shoulder, (isosceles or weaver), unload reload with 6, fire the six in 30 seconds, unload reload with six and cover. (Six rounds, reload with six, 30 seconds reload with six and cover).

Revolver shooters prepare speed loaders, strips or loops, pisto shooters prepare a magazine with six rounds.

Instructor gives fire command.

At expiration of time, instructor commands "cease fire" advises students to be prepared to reload with four, 10 rounds, point shoulder, from the 10 yard line, on completion or expiration of time unload, reload with six rounds and cover the target.

Phase III

Moves students to the 10 yard line allows time for reloading magazines, speed loaders, etc.

10 rounds, point shoulder, 25 seconds.

Phase IV

Repeats at 5 yard line, 10 rounds, natural point (over the sights) 20 seconds.

Phase V

Repeats at 3 yard line double tap, 2 rounds from strapped in holster, on command, 3 seconds, one hand combat stance, last 4. Advises students to stand safe on completion.

2 - DESIGNATION	TOTAL SCORE	PERCENTAGE
EXPERT	281 - 300	93%
SHARPSHOOTER	261 - 280	87%
MARKSMAN	240 - 260	80%
NON-QUALIFY	239 or below	Failure

REVOLVER EXAMINATION QUESTIONS

PRINCIPLES AND CONCEPTS OF POLICE

CIVIL LIABILITY

Directions: On the line indicated, check whether the statements are true or false.

		TRUE	FALSE
1.	The only individuals who can be involved in a civil suit which results from an officer's actions or lack of action are the officer and chief.	_____	_____
2.	If the public employee wishes to be exempted from liability, he/she must cooperate with the public employer in preparing a defense to a civil action.	_____	_____
3.	The public employer must indemnify employees for loss resulting from intentional torts and/or acts or omissions which violate civil rights.	_____	_____
4.	A public employee who violates a person's civil rights by acting in a grossly negligent, willful or malicious manner may not be indemnified.	_____	_____
5.	The Civil Rights Act, 42 U.S.C. 1983, prohibits conduct which "Shocks the Conscience".	_____	_____

Directions: On the line provided, fill in the blank with the correct answer.

6. The (Tort), (Claims), (Act) allocates liability between governmental units and their employees and establishes procedures for filing against the Commonwealth, municipalities, counties, and districts.

7. Actions which are required by written departmental rules and regulations are called (express) obligations.

8. Actions not required by written law but still expected by the public are called (implied) obligations.

Directions: Place a check next to the statement that best answers the question.

9. In an effort to avoid civil liability, an officer should:

a.____ Determine scope of duties; identify the circumstances at hand; identify the applicable standard of conduct.

b._____ Act as quickly as possible; avoid delay.

c._____ Always consult with the supervisor before acting.

10. Some of the factors that the court considers in determining whether the force used by a police officer was excessive, include:

a._____ The socio/economic status; racial group and size of the suspect.

b._____ The length of time that the subject has been wanted; fear that the subject may flee to a foreign country.

c.____ The need for application of force; the nature of the offense; the behavior of the subject.

11. Some of the elements contained in a finding of probable cause include:

a.____ A person of reasonable caution believes that a crime has been or is being committed.

b._____ A person has a feeling that a crime will be committed.

c._____ Both of the above.

12. Some of the elements of reasonable force include:

a._____ Maximum force needed to subdue a subject.

b._____ Any force needed to subdue a subject.

c.____ Least amount of force needed to subdue a subject.

13. Some of the circumstances under which an officer may use deadly force include:

a._____ To prohibit escape.

b.____ Reasonable belief that such force is necessary; protection of one self from imminent death.

c._____ Fear of size and power of the suspect.

Directions: Match the type of misconduct with the correct definition by placing the correct letter in the space provided.

14. Intentional Misconduct _____

15. Negligent Misconduct _____

16. Negligent Misconduct _____

17. Grossly Negligent Misconduct _____

A. Knowledge and appreciation of a risk fall short of a substantial certainty.

B. A voluntary action intended to bring about desired physical consequences believed by a reasonable person to be substantially certain.

C. Failure to exercise even slight care, high degree of culpability; indifference to legal duty; deliberate inattention; voluntary incurring of obvious risk.

D. Unintentional actions; failure to conform with "Reasonable Man" standard for the protection of others against unreasonable risk.

Directions: Match the proper course of action with the applicable circumstances by placing the letter on the line provided.

18. Deadly Force _____

19. Reasonable Force _____

20. No Probable Cause _____

A. While responding to a bank alarm an unarmed male carrying a bank money pouch, runs out the front door, knocking over an old man.

B. While responding to a bank alarm an armed male carrying a bank money pouch runs out the front door. He sees you and from a distance of 10 feet, fires two shots at you.

C. While responding to a bank alarm, an unarmed male is seen walking toward the front door of the bank.

1. Label the diagram below by writing the name of the appropriate part in the space provided on the diagram.

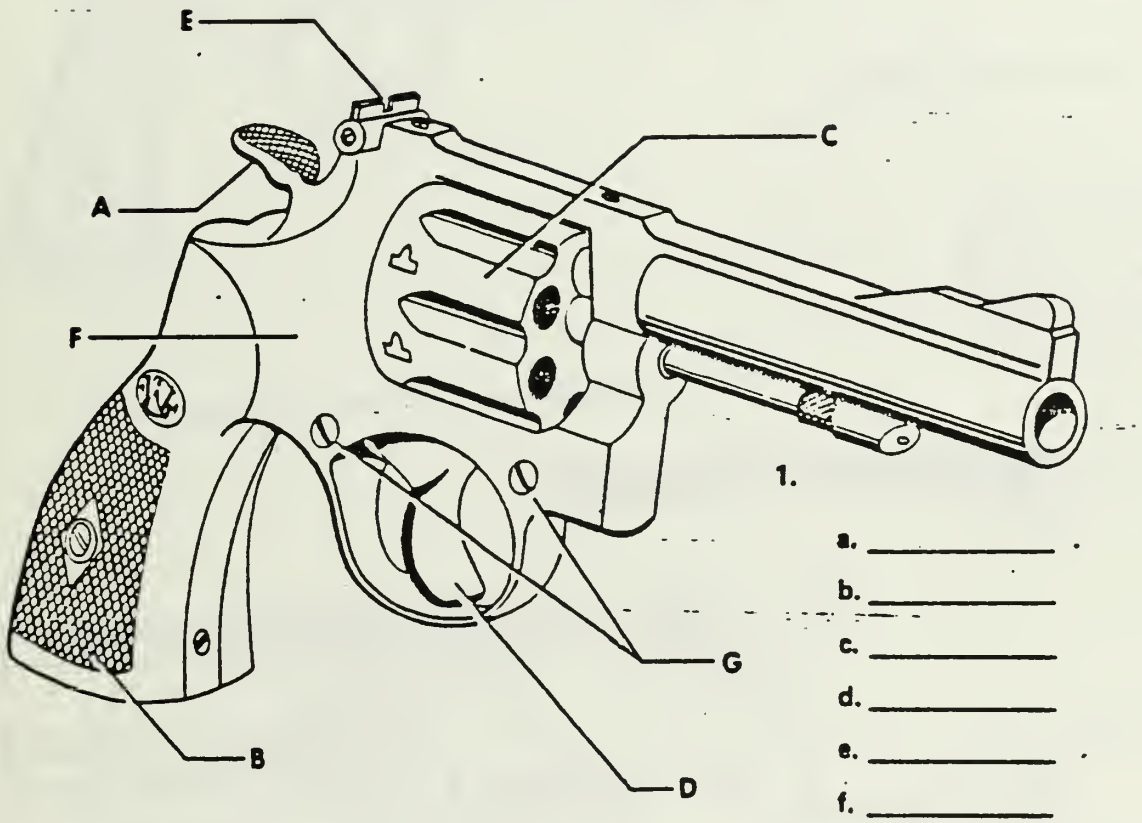
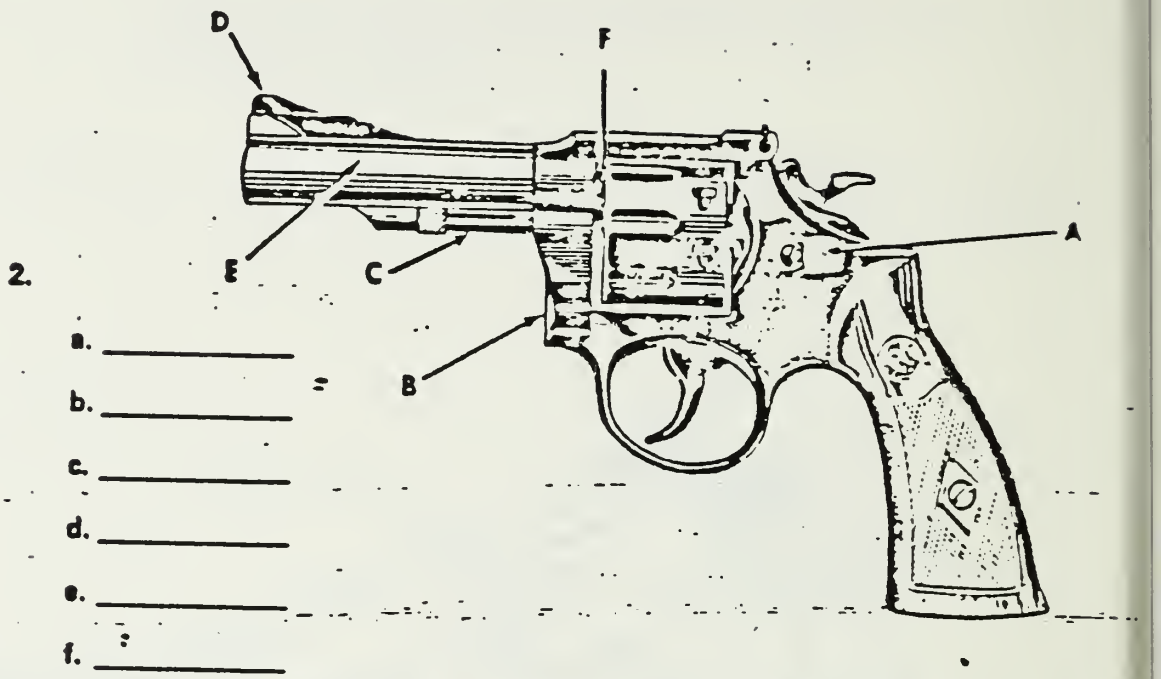


Figure 3-6. Caliber .38 revolver, right view (objective 427, exercise 1).

2. Label the diagram below by writing the name of the appropriate part in the space provided on the diagram.



2.

a. _____

b. _____

c. _____

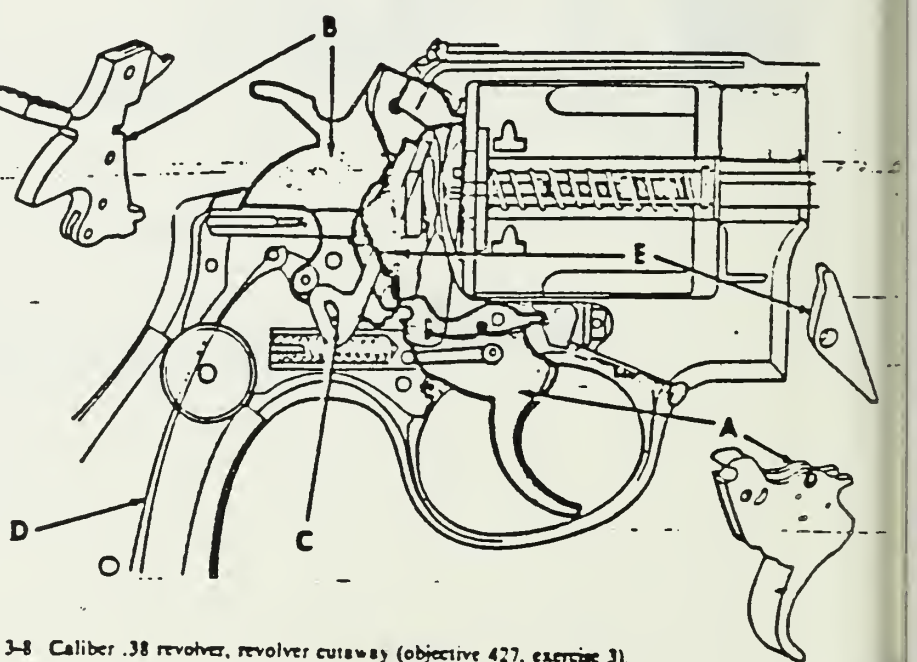
d. _____

e. _____

f. _____

Figure 3-7. Caliber .38 revolver, left view (objective 427, exercise 2).

3. Label the diagram below by writing the name of the appropriate part in the space provided on the diagram.



3.

a. _____

b. _____

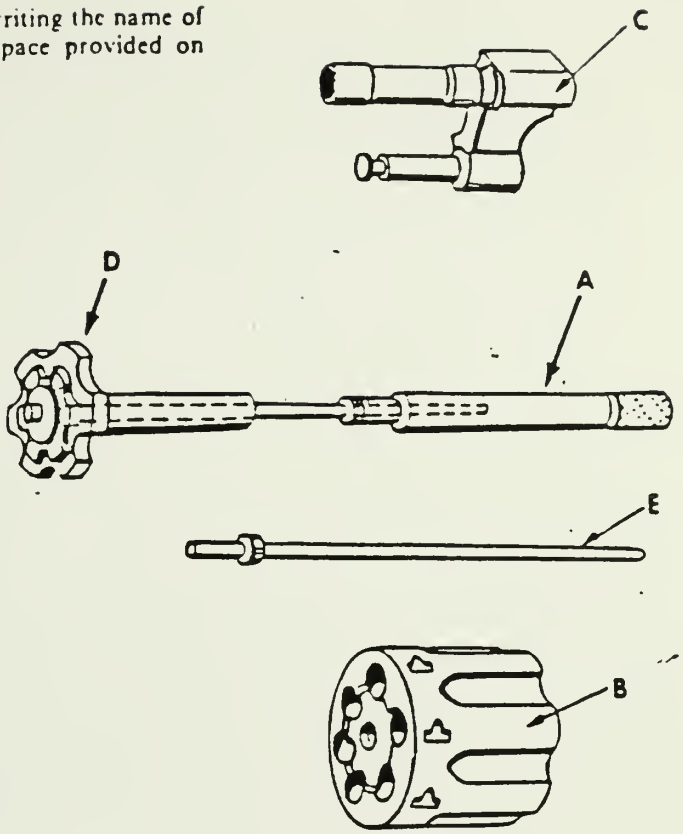
c. _____

d. _____

e. _____

Figure 3-8. Caliber .38 revolver, revolver cutaway (objective 427, exercise 3).

4. Label the diagram below by writing the name of the appropriate part in the space provided on the diagram.



4.

a. _____

b. _____

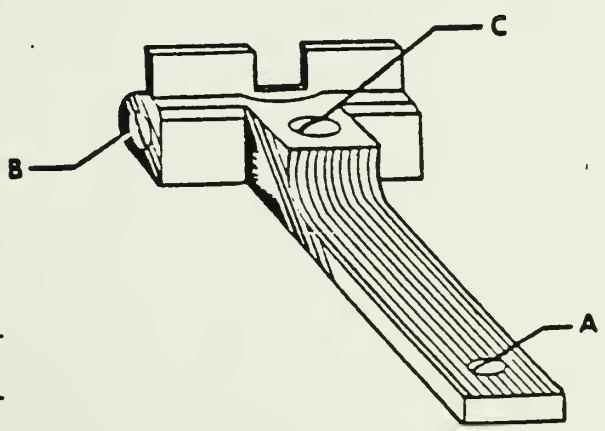
c. _____

d. _____

e. _____

Figure 3-9. Caliber .38 yoke and cylinder assembly (objective 427, exercise 4).

5. Label the diagram below by writing the name of the appropriate part in the space provided on the diagram.



5.

a. _____

b. _____

c. _____

Figure 3-10 Caliber .38 rear sight (objective 427, exercise 5).

A P P E N D I X

The Commonwealth of Massachusetts
Massachusetts Criminal Justice Training Council
One Ashburton Place, Boston 02108
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MICHAEL S. DUKAKIS
GOVERNOR

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EXECUTIVE DIRECTOR

FIREARMS SAFETY RULES

1. Never load any firearm on a firing range unless on the firing line and commanded to do so.

2. Never "snap" or practice dry firing behind the firing line.

3. Never speak to anyone on the firing line unless you are coaching, being coached, or are the range officer.

4. If you should be spoken to while on the firing line, do not turn around to make a reply.

5. In the case of a misfire, keep the gun down range, try to fire the cartridge again, and if it continues to misfire, give the cartridge to the person in charge of the training.

6. When loading, all weapons are to be pointed down range with the exception of the shot gun which is to be pointed in the air.

7. When handling a firearm, first check to determine if the gun is loaded and then place the gun in a safe condition.

8. Never lay a firearm down without unloading it and leaving the action open. The Thompson sub-machine gun is an exception. The bolts on this gun should be forward with the magazine out.

9. Never point a firearm at a person unless you are prepared and willing to shoot that person.

10. Check a firearm for barrel obstruction before loading it. Heavy grease is an obstruction.

11. Never point or carry a firearm down or behind the firing line loaded or with the action loaded. (See Rule 8)

12. When on a firing range, pistols and revolvers should remain in holsters unless on the firing line.

MASSACHUSETTS
CRIME
WATCH

13. Never fire a succeeding shot following the malfunction of a cartridge until the barrel has been examined to ascertain whether a bullet is lodged therein.

14. Should it become necessary for any person to proceed from the firing point to the targets, all arms shall be unloaded, actions opened (except in full automatic weapons) and laid down on the firing point; or, if pistols and revolvers, they may be placed in holsters. The range officer shall give these commands.

15. Never proceed to the targets from the firing line without the command of the range officer.

16. When reducing a stoppage in an automatic weapon, pull the bolt back first and put the safety "on".

17. Never permit the muzzle of a rifle to touch the ground. If this should inadvertently happen, never fire the gun until the dirt or snow has been removed from the barrel.

18. The strictest discipline must be maintained at all times on the firearms range in order to prevent accidents and injuries. Carelessness and thoughtlessness of any type cannot and must not be tolerated during the firearms training program.

19. <u>There should be no "horse play" during firearms training</u>.

20. <u>No "dry firing" will be tolerated except in the presence of a qualified firearms instructor</u>.

21. <u>Care should be taken not to drop ammunition</u>.

22. <u>Never drop an ammunition case to open it. Always use a hammer, hatchet or tool provided for that purpose</u>.

23. <u>Glasses should be worn when firing tracer ammunition</u>.

24. <u>Cotton should always be used in the ears by all persons participating in or observing firearms training</u>.

25. <u>All waste and refuse should be examined for live rounds of ammunition before burning</u>.

RANGE COMMANDS (for Instructors)

1. With .... rounds, load and holster!

2. On command, you will fire .... rounds!
   Give specific commands relating the position(s) and time to be adhered to. Explain what action is to be taken upon completion of this phase.

   i.e. On command, you will fire 6 rounds strong hand kneeling/barricade in 15 seconds, then "STAND SAFE".

3. Is the line ready? - (Ask the question)

   -Ready on the right?
   -Ready on the left?

   (The line instructors should view the shooters for problems and the Range Master should look to the line instructors for a signal.)

4. The line is ready! (Answer the question)

5. Fire! (This may be a verbal command, whistle, turning target, etc.).

6. Cease Fire!!
   (This command is imperative. Instruct the shooters that upon the command to "Cease Fire", they MUST STOP FIRING IMMEDIATELY, whether or not they have completed any part of the course of fire..The command may be a verbal command, whistle, turning target, etc. as long as the instructor is SURE the shooter will know that the command has been given.)

7. Is the line safe?
   (To be used if the shooter has been commanded to "stand safe" at the completion of any phase of the course.)

8. The line is safe!
   (This tells the shooters that #7 has been adhered to.)

9. Holster an empty weapon!
   Or, (Begin again, see #1)

10. Is the line clear!
    Instructors should make sure all shooters are holstered, enabling shooters or instructors to proceed forward of the line.

11. The line is clear!
    When Range Master knows the line is clear. (Answers #10)

12. Go Forward!
    Command which allows shooters or instructors to proceed forward of the line.

REVOLVER INSPECTION PROCEDURES

The following information is set forth as an aid to the physical safety inspection that can be conducted by Firearms Instructors in the field:

A. BARREL - Open Cylinder - Visually check and feel barrel with fingers for any bulge and/or ringed condition; both meaning an unsafe barrel. Inside of barrel should be checked for nicks. Barrel should be tight. Check for lead build-up at end as well as for cracks on underside of forcing cone.

B. HAMMER - Close Cylinder - Cock weapon and attempt to push hammer forward by exerting pressure on the spur from the rear with finger off the trigger. "This should be a normal amount of pressure with thumb of shooting hand." If it can be "pushed off" in this manner, weapon in unsafe. While hammer is cocked, visually check for hammer safety block. It can be seen by looking into hammer groove just below the firing pin hole. Firing pin and hammer should be checked to make sure it is not deformed or broken.

C. TRIGGER - No external appliances may be attached to the trigger, such as "trigger shoes." The trigger cannot be wider than the trigger guard. Such items are considered unsafe on revolvers. The trigger shoes come loose jamming between the trigger and trigger guard. Also, it causes the weapon to lock up because the shooter does not let the trigger go forward far enough. A trigger too wide can cause an accidental discharge during holstering or upon dropping of weapon.

D. CYLINDER - (Ejection Rod Assembly) Check all chambers of cylinder, examining inside and out for any hairline cracks. Examine ejection assembly; rod should be tight and operate freely.

E. FRAME - Should be checked for stress and hairline cracks especially at area directly under where barrel is attached and at rear of cylinder.

F. FIRING PIN OR HAMMER NOSE BUSHING - Firing pin or hammer nose bushing, which is found at the rear of the frame, should be examined for cracks and looseness. Misfires could occur when bushing is loose or cracked by keeping firing pin from striking primer correctly . Check for looseness by trying to move hammer nose bushing with thumb nail and observing for movement while dry firing with cylinder open. Visually check for cracks.

G. MAIN SPRING SCREW - (Strain Screw) Should always be tight. Also, all frame screws should be tight. Never touch, turn or remove.

H. THUMB PIECE - Make sure thumb piece is tight. If loose it could result in hard opening.

CARE AND CLEANING OF THE REVOLVER

Although sturdily constructed and not prone to get out of order, the modern revolver must be maintained properly if it is to give long-time satisfactory service. Good maintenance calls for periodic inspection and the adoption of a thorough and systematic cleaning procedure.

The accompanying photographs show how a typical swing-out-cylinder revolver is inspected and subjected to a routine cleaning and oiling.

Aside from the minor adjustments outlined in this article, repairs and a periodic internal cleaning and inspection of the revolver should be entrusted to a competent gunsmith.

If a revolver is used for home protection purposes, it should be fired and given a thorough cleaning at least once a year. Revolvers carried on the person should be checked daily for cylinder rotation, firing pin protrusion, ejector rod operation, bore cleanliness, cylinder locking and alignment, and hammer fall. This inspection can be methodically done in less than a minute.

Before any inspection or cleaning is done, the revolver should be unloaded. Count the rounds and separate from cleaning area.

All firearms should be cleaned as soon as possible after firing.

1. Bore should be thoroughly scrubbed with proper caliber bristle or nylon brush (use stainless steel brush if leading is present). Brush should clear bore at end of each stroke as attempt to reverse brush within bore will only bind it.

2. Barrel throat or bore leading which resists the ordinary bronze brush can be removed with special wire gauze-head cleaning tool. Fine steel wool wound on jag tip of cleaning rod is also effective in removing lead.

3. A thorough cleaning with bronze bristle brush will remove ordinary fouling from individual chambers. A chisel shaped piece of wood is used to clean collected grease, etc., from locking notches in the cylinder. Stubborn chamber residue is best removed by scrubbing with tightly fitting bob of fine steel wool wrapped around roughened end of wooden dowel or jag tip of cleaning rod.

4. Use solvent-moistened cloth bob or cleaning patch on jag tip to impart final polish to bore. Clean and wipe each chamber of the cylinder with patch or bob.

5. Use bristle brush or clean toothbrush with solvent to clean interior surfaces of frame and crane assembly. Accumulated powder fouling, gummed lubricant, lead particles, or lint induce formation of corrosion and lock-work malfunctions.

6. Push ejector mechanism back and forth vigorously. It should operate freely. Clean entire assembly with brush and place drop of oil on ejector rod and spline shaft. Push back and forth again, then wipe off all excess oil. Check to see that ejector head is aligned properly to bottom fully in cylinder recess.

7. Firing pin well in frame should be free of foreign matter. Clean with toothpick or pointed plastic rod. Test for vertical movement with fingertip. Firing pins of most modern center-fire revolvers are pinned to hammer and are capable of slight movement in vertical plane. This movement is necessary to prevent pin breakage due to misalignment with firing pin hole in frame.

8. In center-fire revolvers tip of firing pin should be smoothly polished hemisphere. Chipped or broken pins should be replaced. Badly worn pins may be source of misfires due to insufficient protrusion and should be replaced.

9. With hammer cocked, check cylinder for abnormal looseness. Slight movement will normally be present but movement sufficient to cause obvious misalignment of chambers with bore or failure of cylinder locking mechanism to function are serious defects indicating need for major repair. Excessive looseness or gap between frame and crane assembly indicates need for major repair. Slight movement will normally be present.

10. Use small screwdriver to verify tightness of frame and grip screws. Unsightly burring of screw heads can be prevented by selection of screwdriver blade to match width and length of slots. Note: Strain screw in front strap of S & W revolvers should not be touched.

11. With S & W revolvers verify tightness of ejector rod using flat jaw pliers. Prevent marring of rod by masking plier jaws with thick cloth or paper. It is a good idea to place two or more empty cartridges in chamber when tightening rod in this manner.

12. Burrs on front sight are removed by judicious use of fine hone. Square edges should be maintained. Bright spots can be darkened with "touch-up" quick blue preparation.

13. Removal of heavy rust in spots will require use of fine steel wool in combination with penetrating oil or kerosene. Steel wool will remove bluing and must therefore be used with care. Light rust film can often be removed by brisk rubbing with coarse textured cloth moistened with approved solvent or penetrating oil. When gun is to be holster carried or stored elsewhere for instant use, adequate rust protection is obtained by thorough wiping with silocone-treated gun rag or by waxing with high grade automotive paste wax. If revolver is to be stored for long period of time exposed surfaces including bore and chambers may be given coating of rust inhibiting grease. Less messy storage procedure is to wrap gun in special Vapor Phase Inhibiting paper or envelopes which eliminates necessity for greasing gun. Paper wrapped gun should then be placed in sealed box.

14. Lint and fuzz accumulated in muzzle end of holster can and does attract moisture which in turn rusts muzzle of gun or gathers in the bore. Remove this with wire brush on end of cleaning rod or better cut off or make hole in end of holster so that lint or other foreign matter falls through.

MODEL PENAL CODE 3.07

Section 3.07. Use of Force in Law Enforcement.

(1) Use of Force Justifiable to Effect an Arrest. Subject to the provision of this Section and of Section 3.09, the use of force upon or toward the person of another is justifiable when the actor is making or assisting in making an arrest and the actor believes that such force is immediately necessary to effect a lawful arrest.

(2) Limitations on the Use of Force.

(a) The use of force is not justifiable under this Section unless:

(i) the actor makes known the purpose of the arrest or believes that it is otherwise known by or cannot reasonably be made known to the person to be arrested; and

(ii) when the arrest is made under a warrant, the warrant is valid or believed by the actor to be valid.

(b) The use of deadly force (emphasis supplied) is not justifiable under this Section unless:

(i) the arrest is for a felony; and

(ii) the person effecting the arrest is authorized to act as a peace officer or is assisting a person whom he believes to be authorized to act as a peace officer; and

(iii) the actor believes that the force employed creates no substantial risk of injury to innocent persons; and

(iv) the actor believes that:

(1) the crime for which the arrest is made involved conduct including the use or threatened use of deadly force; or

(2) there is a substantial risk that the person to be arrested will cause death or serious bodily harm if his apprehension is delayed.

(In Commonwealth v. Klein, 372 Mass. 823, 363 N.E.2d 1313 (1977), the Massachusetts Supreme Judicial Court stated that a private citizen's use of deadly force to effect an arrest is justified only if exercised in accordance with S. 3.07 of the Model Penal Code. The holding of this case, however, was limited to the use of deadly force by private citizens.)

RECOMMENDATIONS FOR FIREARMS TRAINING & QUALIFICATION

The Council recommends that firearms training be conducted, a minimum of three (3) times a year, including once under dim light conditions. Further, the Council recommends that the MCJTC Revolver Qualification Course be administered during these training sessions and at an absolute minimum of once a year.

Many law enforcement organizations use the terms "training" and "qualification" interchangeably. This is incorrect.

Qualification is an examination of an officer's ability to shoot with a consistency of accuracy under time fired conditions. A passing score on a qualification course demonstrates that an officer has achieved a minimal level of competency with his weapon. Although necessary as a measure of shooting competency, it does not indicate an officer's ability to deal properly with deadly force situations.

Training with firearms is much more than qualification. It includes the practice of proper tactics that help assure an officer's survival and the survival of those he is sworn to protect. The task force designed a revolver qualification course which incorporates a number of sound training practices including the use of service ammunition; the firing of various numbers of shots; the reloading and covering the target instead of holstering an empty weapon; and shooting from cover.

Qualification is a must for documenting an officer's capability with a firearm; but alone it is not enough. Training must also be given to ensure the proper application of these tested skills and as always training in the proper use of deadly force.

I. INSTRUCTOR CERTIFICATION

In order to obtain MCJTC Instructor Certification, an officer must satisfy the following requirements:

A. Revolver Instructor

1. Successfully complete the current MCJTC Revolver Instructor School,

or

2. have successfully completed either the MCJTC or FBI Firearms Instructor School subsequent to January 1, 1980,

or

3. have successfully completed either the MCJTC or FBI Firearms Instructor School prior to 1980 and have been assigned by your department to a certified MCJTC academy on a full time basis since July 1, 1983, with one of your responsibilities being firearms training.

B. Shotgun Instructors

1. Successfully complete the current MCJTC Shotgun Instructor School.

C. NRA, S & W etc. Instructor Certifications

1. Structured firearms training of any type is to be encouraged, however, in order to establish statewide standardization, no certification other than those listed in sections A & B will be accepted as the initial criteria for either MCJTC Revolver Instructor or Shotgun Instructor certification.

II. INSTRUCTOR CERTIFICATION UPDATES

A. Revolver Instructor and Shotgun Instructor.

1 In order to maintain certification, an instructor will be required to attend an annual one day update for each certification. (materials on recertification attached).

2. An instructor will be required to be listed as an instructor on a minimum of three (3) MCJTC Qualification Program Forms for each certification year.

NB: One form should be submitted for each day of Qualification.

111. MASSACHUSETTS CRIMINAL JUSTICE TRAINING COUNCIL REVOLVER QUALIFICAITON PROGRAM

In order for the Council to process requests for certificates the MCJTC Revolver Qualification Program must be adhered to, including:

A. Written notification to the Council of dates, times and locations of programs, 10 days prior to their start is required.

B. MCJTC Revolver Qualification Program Lesson Plan, must have each objective met.

C. MCJTC Revolver Qualification Course must be fired.

D. MCJTC Revolver Qualification program form must be completed and submitted. (see attached).

Before an officer may be issued a weapon, he and his/her employer must be confident that the officer knows how and when to use that weapon. This confidence can only be acquired through good initial training and testing followed by regular training and re-testing.

When analyzing the relationship between firearms training and an officer's ability to know how and when to use his revolver, two primary concern come into focus, the safety of the community and of the officer himself. In order to minimize the risk to both parties, every officer must be provided with proper instruction and tested in that firearms training.

This qualification course has been designed to test for a minimal level of competency with the revolver. A passing score on this course will demonstrate that the officer can achieve a consistency of accuracy under time fired conditions. A consistency of accuracy under time fired conditions is the minimal level of competency needed to carry a revolver. This course is not a substitute for either basic or survival type training. Instruction on safety, fundamental shooting skills, use of deadly force, policies and procedures as well as shooting techniques must be given. Standardized lesson plans on these areas are distributed at the "recertification" programs offered annually.

REVOLVER INSTRUCTOR SCHOOL

AGENDA

DAY 1	
8:30	Welcome & Orientaion (Administration)
9:00	Student-Instructor Introductions
9:30	BREAK
9:45	Role of the Police Firearms Instructor
10:15	Teaching the Fundamentals of Revolver Marksmanship
11:45	LUNCH
12:15	Firearms Safety
1:15	Mechanics of Firing Line Instruction and Range Commands
2:00-4:00	Range (50 Rounds) -Basic Shooting Exercises(Bulls Eye) -Ball & Hammer Drill -Reading a Target
DAY 2	
8:30	Roll Call, Weapon Inspection & Review
8:45	Film "Revolver Operation & Use" Discussion
9:15	Care, Cleaning & Maintenance of Firearms, Ammunition, Holster & Leather Gear
9:30	BREAK
9:45	Maintenance (continued)
10:15	Firearms Instructor Liability -Record keeping -Program Development in the Department
11:00	Survival Shooting Skills & Tactics
11:45	LUNCH
12:15	Handgun Retention (Lecture)

1:00 — Range (50 Rounds)
- -Relay 1 (shoot)
- -Relay 2 (Handgun Retention Drills)

2:15 - 4:00 — Relay 1 (Handgun Retention Drills)
Relay 2 (shoot)

DAY 3

8:30 — Roll Call & Review

8:45 — Film "Protecting Societies Protections" (Body Armor) & Discussion

9:15 - 4:00 — Range (150 Rounds) - Students Run Range

1) Relays 1 & 2 broken into sub-groups of four officers each.

(ie) Relay 1 (A) (B) (C)
Relay 2 (A) (B) (C)

2) Review Range Commands
- -Range Signals
- -Instructor Positions

3) Relay 1 (shoots)
Group 2A (Runs Range)

(ie) (One Range Master and 3 Instructors, who alternate as the range master during a 50 round course of fire)

4) Relay 2 (shoots)
Group 1A (Runs Range) etc.

DAY 4

1:00 P.M. — Roll Call & Review

1:15 — Instructor Development
ie. (Teaching the Teacher to Teach)

5:00 P.M. — DINNER

5:30 — Dim Light Firing Instruction (Classroom)

- -Safety
- -Range Considerations
- -Special Equipment

6:30-9:30 — Range (100 Rounds)

- -Dim Light Firing Exercises

DAY 5

8:30	Roll Call & Review
8:45	Student Presentations
	-Need 3 classrooms with eight students in each.
11:45	LUNCH
12:15	Student Presentations (continued)
1:00	Film "Survival Shooting Techniques" and Discussion
2:00-4:00	Range (50 Rounds)

DAY 6

8:30	Roll Call & Review
8:45	Use of Deadly Force
11:45	LUNCH
12:15	Examination
1:00	Range (100 Rounds)
	-Warm up
	-MCJTC RQC
3:00	Evaluation of Program & Instructors
4:00	Graduation

* * * * *

The Commonwealth of Massachusetts

MASS. CRIMINAL JUSTICE TRAINING CENTER AT READING
P.O. BOX 417, READING, MA 01867

REVOLVER QUALIFICATION

Please Print

Date_____ Law Enforcement Agency_____

Range_____ Weather Conditions_____

Name	Revolver Make & Model	Serial No.	Barrel Length	Ammunition	Score (1st)	Score (2nd)

MCJTC Certified Revolver Instructors:

(Principal Instructor) 1._____ 4._____

2._____ 5._____

3._____ 6._____

I hereby certify that the MCJTC Revolver Training Program has been adhered to and that all information contained on this form is true and correct to the best of my knowledge and belief.

Signed_____
Certified MCJTC Revolver Instructor

The Commonwealth of Massachusetts

MASS. CRIMINAL JUSTICE TRAINING CENTER AT READING
P.O. BOX 417, READING, MA 01867

SEMI-AUTOMATIC PISTOL QUALIFICATION

Please Print

Date_____ Law Enforcement Agency_____

Range_____ Weather Conditions_____

Name	Semi-auto Pistol Make & Model	Serial No.	Barrel Length	Ammunition	Score (1st)	Score (2nd)

MCJTC Certified Semi-automatic Pistol Instructors:

(Principal Instructor) 1._____ 4._____

2._____ 5._____

3._____ 6._____

I hereby certify that the MCJTC Semi-automatic Pistol Training Program has been adhered to and that all information contained on this form is true and correct to the best of my knowledge and belief.

Signed_____
Certified MCJTC Semi-automatic Pistol Instructor

The Commonwealth of Massachusetts

MASS. CRIMINAL JUSTICE TRAINING CENTER AT READING
P.O. BOX 417, READING, MA 01867

SHOTGUN QUALIFICATION

Please Print

Date_____ Law Enforcement Agency_____

Range_____ Weather Conditions_____

Name	Shotgun			Scores		
	Make	Model	Barrel Length	Rifled Slug	00 Buck	Total

MCJTC Certified Shotgun Instructors:

Check one- 00 Buck ❑ 9 Pellet
❑ 12 Pellet

(Principal Instructor) 1._____ 4._____

2._____ 5._____

3._____ 6._____

I hereby certify that the MCJTC Shotgun Training Program has been adhered to and that all information contained on this form is true and correct to the best of my knowledge and belief.

Signed_____
Certified MCJTC Shotgun Instructor